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## Evaluation of Junior Colleges

[EDITORIAL]

During the past six years the Cooperative Study of Secondary School Standards has developed techniques and materials for the evaluation of secondary schools that promise to be more valid, more flexible, and more stimulating to improvement than any that have been used in the past by accrediting associations and other evaluative agencies. Are these methods and materials suitable for use also in junior colleges?

First let us consider the fundamental philosophy underlying the work of the Cooperative Study. This has been formulated in eighteen specific statements of "bases for the evaluation of secondary schools." A careful examination of these shows that they apply just as well to junior colleges as to the schools for which they were primarily developed. Three of these principles, of particular significance, may be quoted to show their applicability to the junior college field:

"A school can be studied satisfactorily and judged fairly only in terms of its own philosophy of education, its individually expressed purposes and objectives, the nature of the pupils with whom it has to deal, the needs of the community which it serves, and the nature of the American democracy of which it is a part. All American schools, however they may differ in type, have this in common: they are instrumentalities for transmitting our American heritage and our American democratic ideals. Pro-

vided this aim can be clearly kept in view in every case, each school is free to determine its own educational policies in promoting the ideals of American civilization.

"A school should be judged in terms of the extent to which it meets satisfactorily the needs of all pupils who should come to it, not alone of those who continue their formal education in institutions of higher learning.

"It is more significant to measure what the school does than what it is or what it has. The educational process and product are more important to evaluate than the machinery and equipment.

"These principles are the very antithesis of 'standardization' in the sense in which it has unfortunately been used by some accrediting agencies in the past in judging the quality of a junior college. These principles instead directly encourage adventurous pioneering and experimentation in such a pioneer field as the junior college represents. They emphasize diversity, individuality, adaptability to local needs and conditions."

Let us consider next the methods by which this basic philosophy of evaluation has been applied in the secondary school field. They are presented in a series of fourteen pamphlets, consisting for the most part of several hundred checklist items and evaluations based upon them. These items and evaluations cover all essential features in the functioning of the modern secondary school.

Two of the pamphlets are concerned primarily in securing information concerning the school's philosophy of education, its stated objectives, the needs of the community, and the nature of the students to be educated. An examination of these pamphlets shows that they are just as well adapted to securing similar basic data with reference to any junior college. The pamphlet dealing with a school's philosophy of education will be found particularly stimulating for junior college faculty meetings even if the rest of the materials developed by the Cooperative Study are not used. A junior college cannot fail to secure a better concept of its fundamental place in the educational system and of its obligations to its clientele if it will secure these two pamphlets and compile and assimilate the information outlined.

The remaining pamphlets of the series consist of checklist items, evaluations, and other pertinent data for a complete evaluation of a school's organization and educational program under the following headings: curriculum and courses of study, pupil activity program, library service, guidance service, instruction, outcomes, staff, plant, and administration. A careful checking of the contents of these pamphlets indicates that a large majority of the items contained in them apply perfectly satisfactorily to the junior college or can be easily modified to make them do so. In a few places, however, definite changes are probably needed to make them suitable for junior college evaluation. One junior college executive, who used an early form of the *Evaluative Criteria* in his high school and also in his junior college, reported that 90 per cent of the items fitted the junior college just as well as they did the high school.

In the section on the curriculum, undoubtedly some modifications would need to be made to provide adequately for consideration of semi-professional curricula; in the section on pupil activities, the material on "home rooms" is not applicable; in the library section the scale for evaluation of periodicals needs marked revision for junior college use; but for the most part the materials and criteria will be found to fit the junior college surprisingly well. Some of the nomenclature is not most appropriate—for example the word "pupils" which is used everywhere is scarcely the correct term to use in referring to junior college students, but such limitations are incidental rather than essential. A more fundamental matter is the fact that the norms developed for schools of different size, type, and location through careful evaluation of more than 200 secondary schools in all parts of the country cannot be accepted as valid for junior colleges. The fundamental percentile scales for representation of scores in the different fields, however, are perfectly applicable to junior colleges, and if the Cooperative Study's materials should be used extensively in a representative group of junior colleges appropriate junior college norms could gradually be built up.

Perhaps it would be well for the American Association of Junior Colleges to appoint a committee to consider in details desirable modifications in the latest edition of *Evaluative Criteria* to make it fully applicable to both publicly and privately controlled junior colleges, but even if that is not done there is no question that any junior college in the country will find much if not all of the material in this significant document decidedly helpful and stimulating even in its present form.

WALTER CROSBY EELLS



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## The Junior College in American Education

JESSE P. BOGUE\*

My first word to you today is one of congratulation on the completion of this beautiful building. I wish to congratulate you also because of the foresightedness and courage of your President. No doubt some of you may entertain misgivings regarding the future of Tilton School and may wonder how successful the junior college may become. You are, therefore, passing through days in which patience may be required in bringing about readjustments in your educational program.

If I may prophesy, however, I will say that the time will come in the not distant future when all connected with this institution, trustees, alumni, faculty, and citizens of Tilton will approve of and appreciate whole heartedly the junior college, by realizing increasingly its significance for your community. I am glad, therefore, to be present today to speak to you about some of the larger aspects of the junior college in the United States and the bearing which the national movement may have on the development in your local situation.

The junior college began at the turn of the present century, although there were different types of educational institutions which were doing work beyond the high school level but not equal to four years of collegiate studies long before the beginning of this century. It is interesting that the junior college began in the mind of the president of one of

our great universities. William R. Harper, then President of the University of Chicago, has been credited as being the father of the junior college. At least it is safe to say that President Harper was one of the creative thinkers in the field of junior college education.

From a single institution, started a little over a third of a century ago, the junior college movement has expanded until there are more than 500 junior colleges established throughout the United States. From a few score students, the enrollment of this American institution has increased until more than 150,000 students are enrolled. The movement was slow in penetrating New England states, because four-year colleges of arts and sciences with limited enrollments were thoroughly established in this section of the United States. Some unique features of the junior college, therefore, were already being practised by the smaller colleges of arts and sciences in New England, but during the past ten or twelve years, junior colleges have emerged very largely from old established boarding academies, and the end is not yet.

### *Causes of the Movement*

One of the first causes for the junior college movement was high student mortality, academically speaking, which the administrators of large universities observed on their campuses every year. This was especially true in the middle and the far west where state supported institutions were thoroughly established and where the democratic idea in higher education was commonly held. Institutions of higher learning supported

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\*President, Green Mountain Junior College, Poultney, Vermont. An address delivered at the dedication of Pfeiffer Hall, Tilton Junior College, Tilton, New Hampshire, January 27, 1939.

by public funds were more commonly regarded as the universities of the people than were small, privately endowed colleges. Therefore, large numbers of young men and women graduating from high schools pressed onto the campuses of the great universities, and it was difficult to deny them the opportunity at least to try for a college education. Sometimes, however, the mortality rate among freshmen and sophomores reached 25 to 30 per cent of the enrollment. This became a serious problem, for young men and women not only were compelled to leave the university but they had to face the people in their own homes and local communities and try to explain why they had failed. A little study of this particular problem will reveal how serious it really was.

The idea, therefore, gradually evolved that there might be a type of college that would stand between the large university and the high school. The outcome of this idea is the junior college. It is regarded as the institution which carries to completion what is known as general education. General education means the completion of preparation necessary for specialization or concentration in some particular field of study. The junior college, therefore, is the cap stone for general education which is started in the senior high school. It completes what is known as the lower division work of the senior college or university. Indeed, a number of colleges and universities have definitely divided the four years of arts and sciences into the upper and the lower, or the junior and senior colleges.

The problem of education is exceedingly complex. Looked at from a superficial point of view, it may be observed that a college student fails and is sent home *simply because he doesn't study*. This type of reasoning is too superficial to be taken with any degree of serious-

ness. It is well known that the problem of diagnosing difficulties of college students is far more complex than diagnosing physical difficulties. Many students have failed because they have been unable to make satisfactory social adjustments involved in the problems which they meet when they leave their homes with their close friendly associations, and enter upon the more indifferent associations of the larger world environment. The junior college, therefore, has come into existence in part at least to help bridge the gap more safely between the home and the larger world. It is not a coddling school, and on the other hand it is not a school which throws the student overboard into the social stream, allowing him to sink or swim by his own efforts. We all know that even in a physical sense, it is better to teach young people *how to swim* than it is to compel them to face the hazards of learning entirely on their own responsibility.

A third reason for the growth of the junior college in the United States has been the emerging democratic ideal in the field of higher education. One of the greatest revolutions, educationally speaking, in the history of the world has taken place during the first third of the present century. In the year 1900 there were about 700,000 young men and women enrolled in the high schools of the United States. Today there are almost 7,000,000. Anyone who wishes to understand why taxes have increased for educational purposes needs only to glance at these figures to get at least a partial answer to this question. The ever increasing number of graduates from high schools who are poorly or not at all prepared to face life in modern society and who have been unable to find profitable employment have been hammering at the doors of our colleges for admission.

There are two ideas of higher education in the United States diametrically opposed to each other. In contrast with the democratic ideal, there are men who represent the aristocratic or the leadership idea in higher education. They claim, and we have heard it claimed in no uncertain terms in New England during the past two or three years, that there are too many young men and women in our colleges today, that the professions cannot absorb them. This claim may be true when it is applied strictly to professions or to students in the field of the arts and sciences, but it has become increasingly clear that the professions are not the only vocations in which a college education is profitable, and the curricula of the arts and science colleges are not the only ones which may be pursued with benefit by graduates from the high schools and academies of the United States.

The democratic idea of education is emphasized in the junior college program at its best. If the junior college merely attempts to imitate the lower division of the senior college, it is missing one of its greatest opportunities and is not fulfilling a unique mission for which it was created. The educational philosophy of the junior college claims that at least 40 per cent of the five or six millions of young men and women in the United States between the ages of 17 and 20 can profit by some type of educational experience above the high school level. Leaders in the field of the junior college claim that, for the sake of our democratic citizenship, education at least for social intelligence and civic vision may be pursued with good results.

There are emerging, too, at the present time large fields of semi-professional activities which demand more than vocational or trade education. It is claimed that men and women who do

not expect to go into the professions, but who, nevertheless, intend to make their living in the field known as the skills, are just as much entitled to pursue broad areas of cultural studies as are those who may go into the professions. Why should not a cabinet maker or a die cutter, or an expert draftsman, or a doctor's assistant, or a registered nurse, or a private secretary be entitled to those insights and social understandings which come from the study of sociology, economics, political science, and psychology?

In the state of Vermont, under the direction of Mr. Alan Carter, a symphony orchestra has been organized and trained. Vermont is definitely one of the most rural states in America, yet this orchestra of 125 pieces has attracted nation-wide attention, not only because of the skill with which symphonic music is rendered, but also because of the personnel of the orchestra itself. House painters, paper hangers, mechanics, farmers, as well as doctors, lawyers, and teachers make up the personnel of the Vermont Symphony Orchestra. I use this as a living example of what I mean when I say that the great mass of common people in our democratic civilization are entitled to receive the humanizing and uplifting influences of our higher culture. In fact, it would seem that because of the more difficult conditions under which the masses of common people live, they should be entitled to the benefits which are derived from cultural pursuits even more than the people in the professions.

#### *Junior College and Educational Fellowship*

The best work in the junior college can only be done when the enrollment is maintained under reasonable limitations. One of the best definitions ever given of education was that of the split-log, with the teacher and the student

sitting side by side discussing together the great questions that make up the stuff of life. The junior college is a conscious attempt to bring back into education the philosophy of the split-log, in short, the philosophy of educational fellowship. At this point we should guard against too large an enrollment in any junior college. It is my personal opinion that any junior college which is too large for the president to know every student by his first name and his nickname, to know his parents, the home from which he came, his strength and weaknesses, his desires and aversions, is too large. Therefore, there should be a large number of junior colleges scattered throughout the length and breadth of the country.

At this point, also, adult education comes into the picture. The junior college which is not carrying on educational activities for the people in the community where it is located is not fulfilling one of its missions. Adult education is only beginning in the United States, even though there were many thousands of men and women enrolled in extension courses of one kind or another during the past year. The time will come when multiplied millions of people who are gainfully employed, who have their homes and their families, will continue the process of formal education which they began in school. The junior college at this point is peculiarly suited to render a social service, the value of which cannot be estimated.

#### *Junior College and the Future*

We, all of us, have been impressed and deeply distressed by the picture of millions of unemployed fellow citizens. We have experienced hunger before bountiful tables that have been spread with the nourishment of life. We have been hungry and cold in a land where there is an overabundance of the comforts of life, and we have been unable

so far to work out any plan whereby the suffering of our fellow men could be permanently relieved and at the same time preserve their self respect and human dignity.

There are those among us who seem to think that the solution of our problem lies in readopting methods of industry which were employed by former generations. They decry the use of modern power machinery and advocate a return to hand methods of production. We do not have time today to examine with care this question, but it is sufficient to say that without the use of modern power machinery, our present civilization would be impossible. We have only to go to India or China to discover the kind of civilization we would have if we should return to the so-called "hand method" of production.

I believe, therefore, that the solution of our problem must be found in the adoption of better methods of distribution of the good things of life, and the employment of technology in its highest degree for the production and distribution of these good things. Instead, therefore, of decrying the education of our youth beyond high school, we should advocate the education of young men and women in every walk of life to the highest degree which may be attained by them because of their native ability and ambition. Personally, I believe that instead of employing men to use picks, shovels, and wheelbarrows, turning back to unnecessary work of this type, we should employ in every possible way the finest type of power machinery; that instead of building highways, for example, we should construct super-highways. It can be proven that this method of procedure would far more quickly reemploy the masses of our people than the methods which we are using now. I believe that an outlet for the energies of our people must be found in the higher



reaches of life and not in its lower. Instead of sending men to dig in the dirt with picks and shovels, we should be relieving the pressure of unemployment by sending thousands of talented young people into the fields of music, art, architecture, drama, literature, and recreation. We have the resources by which all of this can be done, but we are attempting to solve the problem of the use of these resources by methods that are antiquated. The solution of our problems must be in the use of progressive methods of the present and future and not those of the past. We have been driven out of our snug little Gardens of Eden, and the Angel of God's progress stands at the gate with a flaming sword that turns in every direction to prevent us from going back! The new paradise is a redeemed city coming down out of heaven adorned as a bride for her husband. I believe that the directors of the junior college, if they will only remain open minded in their approach to the problems of present day civilization, can play an enormous part in the solution of these social and economic problems.

—JCJ—

### FREE TEXTBOOKS

The attorney general of the state of California has recently ruled that all of the provisions of the State School Code relative to furnishing of textbooks are applicable to the purchase of junior college textbooks by the governing boards of junior college districts or of high school districts maintaining junior colleges. The governing board of a high school district maintaining a junior college is required to provide textbooks to students of such junior college free of any charge.

### JUNIOR COLLEGE FRESHMEN

The United States Office of Education in a recent publication (*Bulletin No. 2, 1937, p. 48*) published enrollment statistics by states for freshmen in the universities and colleges (including junior colleges) of the country. According to these data 342,373 freshmen were enrolled in these higher educational institutions in 1935-36. For the same year the Junior College Directory reports a freshman enrollment in junior colleges of 54,270. This is 15.9 per cent of the total. In fifteen states the percentage of the total freshman enrollment in junior colleges is in excess of this figure. These states with their percentages are as follows:

California .....	53
Mississippi .....	49
Idaho .....	37
Missouri .....	30
Arkansas .....	31
Georgia .....	28
Texas .....	26
New Mexico .....	24
North Carolina .....	24
Oklahoma .....	24
Kansas .....	23
New Jersey .....	22
Iowa .....	20
Montana .....	18
Utah .....	16

It will be noted that California and Mississippi have a much higher percentage than the other states—practically half of the freshmen in each of these two states being enrolled in the junior colleges of their states.

—JCJ—

I know of no movement in the field of education which has greater significance (than the junior college movement) for the transformation of the whole field of education.—George F. Zook.



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## Junior College As a Community Institution

SHELDON M. HAYDEN\*

The junior college movement has grown so rapidly that much needs to be done to clarify its functions and realize its opportunities. It, in many respects, is like a young child who has not outgrown many of his bad habits nor realized his possibilities for future growth.

Out of the confusion of development has recently come the focusing of attention on the possibilities of the junior college as a community institution. Increased emphasis on education for life in the community has come with the realization that the function of the junior college is not to prepare students for college entrance alone.

This article is written for the purpose of discussing the place of the junior college as a community institution. It is an attempt to determine the educational philosophy behind such a movement and the implications for a functioning program.

The term "community" has come to mean many things. It may designate a specific social group, a racial or cultural group, or it may refer to the world as a whole. For the purpose of this article, however, it refers to the people of a particular place or region of which the junior college is a part. This may be a town, city, county or whatever combination of these it takes to constitute the area served by the institution. With this in mind, the problem is to determine the part the junior college can play in the community in which it exists.

American education is coming to realize the importance of the community and education working together. The depression taught us the need of a firm understanding, appreciation, and participation if we were not to have our expenditures curtailed to the detriment of education. The understanding and consequent support of education by the community is a major problem. Our very existence depends upon the people we serve.

Educators are discovering that the local social world is the fundamental unit of learning and teaching. It is the place about which we know most and in which we feel most at home. It is the chief source of life material for our teaching. The community contains, in some form or other, all the factors and processes found in larger society.

When we consider education as a means of preserving democracy the community again becomes significant. As Boyd H. Bode points out "the schools of to-day determine the government of tomorrow".<sup>1</sup> This cannot be accomplished by educating the youth alone in the democratic way of life. Any institution which wishes to attack the problems of social reconstruction must be a part of the community. It must also do something to make the adults realize their duties and obligations as citizens. We must consider the community in our educational thinking.

In the 1934 report of the Carnegie Foundation for the Advancement of Teaching, the point was made that the

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\* Immediate Past President, Southern California Junior College Association, Santa Monica Junior College, Santa Monica, California.

<sup>1</sup> Boyd H. Bode, *Modern Educational Theories*, New York, MacMillan Co., 1927, p. 235.

junior college should "be the leader and symbol of intellectual aspiration and expression for the whole population" of a community. This statement indicates that in the midst of social confusion the schools need to set up criteria by which conduct can be governed; they need to establish themselves as institutions of social guidance.

"Any educational philosophy which is significant for American education today," according to Dewey,<sup>2</sup> "must be the expression of a social philosophy and the social and educational theories and conceptions must be developed with definite references to the needs and issues which mark and divide our domestic, economic, and political life in the generation of which we are a part." This is the philosophy of the writer and implies the establishment of the junior college as a community institution to accomplish these objectives. An understanding of the local situation is necessary for the full appreciation of the problem of student adjustment in any given institution. The institution must understand the community's attitudes regarding religion, race, nationality, political creed, social philosophy, and similar features, for they all have their effect upon the student.

Another important point to keep in mind is that schools cannot change society or themselves successfully without taking the public along. As Johnston points out, "democracy implies the organization of the whole of society with reference to the ends of social welfare."<sup>3</sup> Thus, if we are to bring together all of the intelligence and reason we can to solve our problems, we must include the

adults in our educational program. "The function of education is to substitute social organization for primitive individualism."<sup>4</sup> We need to see the junior college as a people's college movement. The junior college that wishes to serve a changing democracy has an obligation to the youths and adults that can only be accomplished by establishing itself as a community institution.

The junior college as a community institution must contact and cooperate with the public. "The junior college which attacks vigorously the problems of social reconstruction must be a part of a given community, warmed or chilled by the same breezes which warm or chill a community."<sup>5</sup> It must serve by meeting the needs of a community. It should establish itself in such a way that the people will come to it with their problems and help the school educate the youth by keeping it informed about community problems.

The writer can personally testify to the importance of actual community contacts. The nature of his junior college work, public speaking, has led him beyond the four walls of his institution into the community. Here he has not only come into contact with actual problems but has made many friends to enrich his own personal life. Many times students have been sent to business and professional men for guidance. The results have always been excellent. People are usually willing to cooperate but community interest to be effective needs to be controlled and directed.

An excellent way to help in the community is to set up a lecture series. Have the members of the faculty of the junior college prepare two or three lectures each

<sup>2</sup> William H. Kilpatrick, et al., *The Educational Frontier*, New York: Appleton-Century Company, 1933, p. 35-36.

<sup>3</sup> J. B. Johnston, "Education Geared to a Changing World", *School and Society* (August 12, 1933) 34:193.

<sup>4</sup> *Ibid.*, p. 193.

<sup>5</sup> Frederick Kelley, "The Junior College and Social Reconstruction", *The Junior College Journal* (May, 1936), 6:428.

for popular audiences, mimeograph the list of lecture titles, and send the list to all of the organizations. These talks can be given on social problems, economics, youth in the modern world, educational opportunities, international relations, social security, and other topics that interest the public. For years Modesto Junior College carried on a program of this type, eliminated it during the depression, but has since revived it in response to popular demand. Instructors of Santa Monica Junior College receive many calls for public appearances which are always accepted. The writer has given over fifty addresses since he has been on the faculty and finds it an excellent way to make friends for the junior college. The junior college can also sponsor a program of outside speakers for community education.

Many institutions plan a number of events to which the public is invited. Open house days with special programs attract the citizens in many communities. The facilities of the school should always be made available to any group interested in an educational project.

A junior college as a community institution must have a first class faculty. Personal contact and cooperation is essential in business and just as essential to good-will for the institutions. The members of the faculty must do all they can to help put over a community program and serve as "Ambassadors of Good-will" for the colleges. Participation in community activities is one of the criteria by which the value of a faculty member can be judged.

Members of the faculty should identify themselves with a number of community enterprises which have no apparent relationship to the school. Contact with service clubs, religious groups, technical societies and similar organizations gives the faculty member a chance to become

acquainted with the community and to acquaint the community with the institution. Participation in organizations will do more toward bringing the junior colleges and their communities together than all of the printed contacts available. In these contacts the instructor should be the first to sense misconceptions and the first to correct them.

Community contact also holds many benefits for the instructor. It improves the ability of the instructor in the classroom for he has a chance to compare his subject with actual life. It helps him keep abreast of trends in thoughts and attitudes of the layman.

The junior college as a community institution must set up an effective program of public school interpretation. Abraham Lincoln once said, "Public sentiment is everything. With public sentiment nothing can fail, without it nothing can succeed. Consequently, he who molds public sentiment goes deeper than he who enacts statutes or pronounces decisions." If educational institutions heed this wisdom, they must have an effective program of interpretation. Charles H. Judd calls our attention to this when he warns the schools "to undertake a campaign of education of the people so that they will understand their educational system."<sup>6</sup> He continues, "We of the schools have devoted ourselves too exclusively to the routine of teaching and of administering the internal affairs of educational institutions."

Private business spends more than one billion dollars annually in advertising its products and services. A program of public relations is as urgent in education as in business, for the public in both cases must be kept informed. Modern education has come a long way from

<sup>6</sup> Charles H. Judd, "Educational Trends and the General Social Order," *School and Society* (August 26, 1933), 32:262.

the "little red schoolhouse" with its three "R's". Changes in purposes, procedures, size, and cost have gone far beyond the knowledge of the public in most communities. To provide this information is an obligation of educational authorities. "It is obvious that no institution may progress far beyond the understanding of the community which it serves."<sup>7</sup>

Good interpretation, according to Grinnell<sup>8</sup> should conform to the following seven tenets:

1. It should be continuous.
2. It should be honest.
3. It should be inclusive.
4. It should be understandable.
5. It should be dignified but aggressive.
6. It should reach everyone in the community.
7. It should use every facility at hand.

The important consideration here is that, unless the public relations program is planned, it will be of the hit and miss variety.

The junior college as a community institution must set up a program of adult education. Education can no longer be conceived as stopping when adulthood is reached. Thus, considering education as a lifelong process is the most important function of the junior college as a community institution.

Public and private thought and action in our times is unsettled and confused. Our economic problems, for instance, cannot be solved by a mere education of the youth. Unemployment and proper distribution of profits cannot be solved except by cooperation of all agencies. For a democracy to be successful we

must have a continual study of life's problems. The challenge of the new learn what to study and how to study as a part of democratic life.

To be more specific, a program of adult education should offer courses in social, economic, and political conditions that keep life from becoming what it otherwise might be; it should present courses in what makes living good and fine, various aspects of home-making such as house-planning, gardening, cooking, and care of children should be offered; and courses should be given that would help a man progress in his vocation and see the social bearing of his work.

Thus, we see that adult education should be considered a vital part of the junior college program and not something that is to be dropped the first time expenditures must be curtailed.

Our task is no longer that of merely transmitting knowledge. This has too long been the end of education. There may not be universal agreement as to the course education must take in the future but a close cooperation between the colleges and the community is certainly a definite part of the aims for the coming socialized function of education. The community must play an important part in our educational thinking. The junior college must become a community institution to accomplish its objectives in a democracy. We need to see the junior college as a people's college movement.

—J.C.J.—

#### LIBRARY DAY

Hardin Junior College, Wichita Falls, Texas, sets aside one day each semester as Library Day. This particular occasion calls for special exhibits of books, posters, discussions in classes, and special assembly programs.

<sup>7</sup> Vande G. H. Bogart, "Public Relations of the Junior College," *National Education Association Proceedings*, 1933, p. 519.

<sup>8</sup> John E. Grinnell, *Interpreting the Public Schools*, New York: McGraw-Hill Book Company, 1937, p. 26.

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## Not the Best Books Ever Written

R. M. LIGHTFOOT, JR.\*

"... Let me remind you again that the books we are asking you to read are *not* anybody's idea of what may be the *best* books ever written. Some of them are not even great books. Some will be forgotten in a few years. Only a few of them probably will outlive most of us. We want you to read them, then, not because we think that as individual books they will in all cases make a profound impression on your minds, but because we think *you will find them interesting and may be stimulated by them to further reading on your own initiative in the fields mentioned.*"

These were the concluding words of a member of the faculty who was explaining to the freshman class of Scranton-Keystone Junior College the nature of the two-credit integration course required of all first-year students. The object of the course, as stated in the catalog, is "to present a survey of all fields of knowledge and their interrelations, so as to extend and integrate the cultural background of the student. . . . to orient the student to his environment in such a way as to make him a more useful and valuable member both of society and of the college." It is the purpose of this article not to describe the whole course, but to discuss the part of it dealing with reading.

During the first two years that the course was offered it consisted entirely of lectures. Beginning two years ago, however, it was decided to add a list of readings. The method used in compiling this list may be of interest to other

junior colleges. Each member of the faculty was invited to submit a list of books which he believed would serve as good *introductions* to various fields of knowledge, from which ten would be chosen for freshman reading. In using the term "Various fields of knowledge," the integration committee was intentionally vague, in order to allow as much freedom of interpretation as possible. It was emphasized that textbooks were either to be left out or to be used very sparingly, and that the first question to be asked concerning each book was not "How scholarly is it?", but "How interesting is it?"—ignoring books that were purely sensational, of course.

The results of this request were quite varied. Lists turned in contained from a dozen to a hundred books, a few of which were definitely not of the type wanted. In the main, though, the selections were good—books that were of at least present-day value and reasonably easy reading.

The integration committee then met, and on the basis of the lists turned in, decided what main types of books should be required. The original plan was to have each freshman read ten specified books, but the committee finally decided to allow the students some choice, requiring one or two titles from each group.

The matter of deciding on group headings and assigning books to them was, as a glance will show, handled in a somewhat arbitrary manner. Several books could have been placed under other headings as easily as the ones

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\* Librarian, Scranton-Keystone Junior College, LaPlume, Pennsylvania.



they were put under. In some cases two books of the same general type were placed under different headings. *The Life of Pasteur*, for example, was classified as science, while *Madame Curie* was considered as biography. Likewise *The Citadel* was considered purely as fiction, while *Arrowsmith*, a novel with a very similar plot, was regarded as an interest arouser for science. There was no particular reason for either of these distinctions; it was felt that they would fit into either category, and dividing them was a form of compromise.

The reactions of the freshmen when they learned that they were expected to read ten books in addition to all of their work were at first not very favorable. There was quite a bit of the "They-didn't-do-it-last-year-so-why-should-we?" attitude in the beginning, but, as they had been warned that there would be a final examination on the books read, they soon got busy—and then the attitude began to change. Here were some books they *had* to read that were actually not only good but also interesting!

A few remarks that were typical of the reaction of most of the class at the end of the year were: "If I had the time, I'd read all of them;" "I always thought Harold Bell Wright was tops, but *The Citadel*—that's the best I ever read! I guess there's something to these high-brow novels, after all;" "I always thought religion was a pretty dry subject, but now that I've read *This Believing World*, I know better;" "I never liked poems more than about a page long, but this *John Brown's Body*—well, it kinda gets you;" "*Falsehood in Wartime* makes you a lot more tolerant of those we usually think of as our enemies."

After the first year of integration readings, a check was made on the number of times each book was borrowed, and most of those which had been borrowed least (a few of the original list were not

borrowed at all) were not used again, and others—in most cases new books—were substituted. Next year other changes will probably be made.

The revised list, which was used last year, follows:

*Psychology*

Menninger: *The Human Mind*

Dorsey: *Why We Behave Like Human Beings*

Beers: *A Mind That Found Itself*

*Religion*

Browne: *This Believing World*

Van Loon: *Story of the Bible*

Potter: *Story of Religion*

*Philosophy*

Durant: *Story of Philosophy*

Joad: *Guide to Philosophy*

Browne: *Blessed Spinoza*

Warbeke: *Searching Mind of Greece*

*Social Studies (Read 2)*

Adams: *Epic of America*

Allen: *Only Yesterday*

Lynd: *Middletown*

Seldes: *Sawdust Caesar*

Heiden: *Hitler*

Hitler: *Mein Kampf*

Ponsonby: *Falsehood in Wartime*

Van Loon: *Story of Mankind*

Schuschnigg: *My Austria*

Scherman: *Promises Men Live By*

Any 5 "Headline Books"

*Science*

DeKruif: *Microbe Hunters*

Lewis: *Arrowsmith*

Haggard: *Devils, Drugs, and Doctors*

Clendening: *Human Body*

Vallery-Radot: *Life of Pasteur*

Peattie: *Green Laurels*

Carrel: *Man the Unknown*

Hertzler: *Horse and Buggy Doctor*

*English: Language and Criticism*

Mencken: *American Language*

Bradley: *Making of English*

Eastman: *Enjoyment of Poetry*

Lowes: *Convention and Revolt in Poetry*

Prescott: *Poetic Mind*

Richards: *Practical Criticism*

Chase: *Tyranny of Words*

*English: Essays and Fiction*

Emerson: *Essays* (selected)

Bacon: *Essays* (selected)

Cordell: *Moulders of American Thought*

Baird: *Essays Toward a Liberal Education*

Mitchell: *Gone With the Wind*

Edmonds: *Drums Along the Mohawk*

Cronin: *The Citadel*

Rawlings: *The Yearling*

Maugham: *Of Human Bondage*

*English: Poetry*

Housman: *A Shropshire Lad, and Last Poems*

Benet: *John Brown's Body*

Masters: *Spoon River Anthology*

Kipling: *Barrack Room Ballads*

Brooke: *Poems*

*Biography*

Adams: *Education of Henry Adams*

Steffens: *Autobiography*

Franklin: *Autobiography*

Ludwig: *Napoleon*

Bradford: *Darwin*

Maurois: *Ariel*

Curie: *Madame Curie*

It is still too early to give a positive report on the experiment. Certain indicated results, however, can be cited: (1) It has promoted some extra-curricular reading, covering a variety of subjects; (2) It has shown those students who did not already know it that light fiction is not the only reading that can be interesting; (3) It has opened up to students new fields of interest in subjects which they had previously considered of no importance to them.

—JCJ—

### NEEDS OF INDUSTRY

How many employees in a given industry are needed to justify a junior college in offering semi-professional courses specially adapted to the needs of the industry? N. M. McCollom of Lassen

Junior College, California, answers this question as follows in the *Sierra Educational News* for April, 1939:

The natural resources of the district may also influence the special vocational training offered by the college. Coalinga offers special courses in the petroleum industry; Lassen in forestry; San Francisco in hotel management; and Sacramento in aviation and mining. The turnover or replacement requirements for the industries should be estimated. The semi-professionally trained replacements will vary with the technical skill and knowledge required by each vocation.

In industries where each workman needs technical knowledge and training a course of instruction is justified for each 500 employed in the industry. This assumes that from 20-25 trainees can be absorbed by the industry each year on a basis of a complete replacement in 20 years.

In unskilled occupations, one semi-professionally trained individual should be supplied as a foreman or prospective executive for each 20 workers. On a 20-year replacement basis, a course is justified for each 8,000 workers. For occupations including both semi-professional and unskilled workers, a figure between the extremes of 500 as a minimum and 8,000 as a maximum must be determined as a basis for the justification of training depending upon the relative percentage of trained workers required.

—JCJ—

The first two years of college work as commonly offered in American institutions of higher education are more certainly related to the secondary school than to the higher education offered in the last two years of college.—Educational Policies Commission's *Structure and Administration of Education in American Democracy*.

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## Instructors, Are You Slipping?

MESHON AVAKIAN \*

Instructors, are you slipping? Can't you notice a lack of enthusiasm and spark formerly inculcated in students? Our parents all tell us how valuable they considered their schooling, how valuable and rare a college education. Is there something wrong with you, or is there something wrong with us?

From the impressions of the writer and student friends, each of whom has spent over twelve years in public schools, and who have wondered at the apathy of most students, including themselves, the cause lies primarily with you instructors.

No longer can the instructor stand back, emit his lengthy phrases, and expect the students to lean forward and grasp each precious word. High school seems a natural, easy step; junior college to many means freedom for two more years. Education, generally speaking, has not the priceless value it once had: the high esteem in which most instructors were held has fallen off disgracefully.

It would be moronic to say it was *all* your fault. It isn't. We students have slipped too. We are very lazy, we are easily tempted, we have developed a great many useless pursuits. The majority of us would rather do almost anything else than study. We have many shortcomings.

We are asking for a little time now, however, because we want to present our views concerning an improvement in the situation.

Effectively to transfer your knowledge to the students, you must be a great sales-

man. You face more obstacles today than ever before. You have tremendous competition. When you were students, radio, the motion pictures, even dancing and driving had not the high appeal they have today. The modern magnitude of radio and movies is inconceivable; students have become "swing" crazy; more young people own cars now than ever before. We students have everything to turn to, any number of diversions to influence us away from studying. Only the exceptional are able to repulse those desires and really study, and because we are not all exceptional, we need a stimulus, a spur—something which makes learning more appealing than playing.

What a task. Agreed, it is a great one, that is why only a few instructors really succeed. A few of the exceptional, but if any profession needs exceptional members, it is the teaching one; the one that deals with future citizens, shapes future life, influences future world development and growth. And we feel you instructors today have the capacity to be exceptional if you would, you have the capacity to influence us—if you would.

We believe the two most fundamental principles in teaching are respect and confidence. If the instructor is unable to gain his students' respect, if he himself does not have confidence in his students, the class is better not started. Yes, better not started because it warps the students' viewpoint toward their next instructor.

Like a salesman in his approach, the first few minutes are vitally important. The whole atmosphere may be cheery and eager, it may also be stuffy and tense. It is cheerful and interested when you

\* Student, Los Angeles City College, 4111 S. San Pedro Street, Los Angeles, California. The author's parents were both born in Armenia.

welcome your new students warmly, not as beef to be slaughtered, but as live beings eager to learn.

Whatever your past experiences, please don't greet a new class with a stony "just another bunch" attitude. Perhaps they are, perhaps you've taught for over fourteen years and know it's no use; don't do it, you're sunk from the start.

One of the best ways to gain a favorable first impression is informality. Be informal: talk easily in simple language; do not start dictating. Cast off that veneer, that thin, oppressing, dignified wall between you and the student. Be human.

One of the great hazards of your profession is the tendency for monotony. You must give the same material time and time again. Naturally it becomes boring. Many of you have standardized lectures thus increasing chances of dryness. You must, if humanly possible, give your addresses life, you must make them interesting—appealing. You are selling the greatest thing in the world, something vital, essential and imperative. Flavor it with attractiveness.

The first test of a good speaker is to "make ones' self worth listening to." Know the value of your lecture and stress that value. Informality again will make your lectures more interesting; occasional stops for questions and discussion will enhance their value. Try to get our side of things; ask us what we think. We are reminded that when President Robert Hutchins, of the University of Chicago, taught classes he entered the classroom, asked for questions, and if there were none, dismissed the students. This kept on for a few times until the pupils realized that if they were to learn anything, they had better ask questions. They did and the class had some rousing discussions. Have some rousing discussions. Encourage us students to express ourselves—make us talk—make

us think. Heed the words of President Conant, Harvard University "One of the most important aspects of a college education is that it provides a vigorous stimulus to independent thinking." You must provide the vigorous stimulus, instructors.

Make the problems of your subject very personal to us; make us feel the need for their solution. Thus, standardization of your speeches will be needless—each class will offer something new. Most important of all, the class will not consider itself standard—just the ordinary run—but as something different and important.

Try to remember, instructors, you are dealing with individuals, not groups. We students wish to feel as individuals and if we do think as groups, it is because we are continually treated as groups. We have an ego. The modern tendency is leaning more and more toward the single student, his problems, his potentialities.

You instructors give an assignment; some students don't do it. Those are the members you want to know about—to consult. Don't do like many instructors do, "call down" and "embarrass" them before the other members. This critical attitude aimed at one person makes him feel more resentful toward you the instructor—you appear to him an enemy, not a friend. Consequently, he will not do his best work for you.

The much better method is to gain a private conference with the individual. Perhaps he works late, perhaps he made some error concerning the assignment, perhaps he was lazy. Confide in him at the first step, show him you have confidence in his ability. Congratulate him for reaching so far. Stimulate a friendly attitude.

The answer given by most instructors is that if the student isn't interested enough to seek a conference, he should

suffer the results. We believe, however, this is a fault of group habit. The student doesn't confer with the instructor because the young man's friends influence him otherwise.

If you can make the poor student believe you are actually interested in him—that you are not scolding him for his neglected study—he will not only respect you for it, he will work for you. We know a few instructors who have adopted this method and it works wonders. One of them doesn't tell the group his consultation hours, he invites each individual *personally* for a chat. The individual, even the most contemptuous one, feels flattered and a preliminary, essential "get-together" is consummated. We realize you haven't time for every student, that is why we recommend you converse with the less worthy pupils. They need it more.

Teachers have been classified into many types. We do not believe in *types* of instructors, we believe each of you is individual with your own weaknesses and strengths, and if this article has in any way helped reveal the former and made it one of the latter, we, as students, are compensated in full.

—JCJ—

### CITIZENSHIP STANDARDS\*

*Preamble:* Realizing that it is the responsibility of each member of the community of *Hardin Junior College* to build a worthy standard of co-operative community living, the following points are taken, not as a set of rules, but as a guide in all phases of campus and college life:

1. At all times, on the campus, in the building and under all circumstances, I will conduct myself as a lady or gentleman.

\* Proposals of the Code of Standards Committee of the Student-Faculty Council of Hardin Junior College, Wichita Falls, Texas.

2. *In the Library*, I will respect the rights of others. Realizing that the library is primarily a place for study, I will talk only when absolutely necessary, and then I will talk only in a whispering voice.
3. *In Assembly*, I will give respectful and polite attention at all times. I will attend assembly except when I am prevented by some reasonable circumstance.
4. *At College Functions*, whether it be a party, a banquet, or an athletic contest, I will conduct myself so as to reflect credit on *Hardin Junior College*.
5. *In the Classroom*, I will co-operate to help carry on each recitation on the plane of a *College Class*. I will get to class before the bell rings and will come to attention when the bell rings.
6. *Building and Equipment*: I will show my appreciation of the buildings and equipment by assisting at all times to preserve and keep them, realizing that they are to be used by many students after I have passed on.
7. *My Attitude*: I will be courteous at all times to all persons associated with the college in any way. I will be especially courteous and thoughtful toward all visitors who may come to the college.
8. *Co-operation*: I will co-operate fully in trying to build up a spirit of high standard, co-operative citizenship. To this end, I will remind my fellow students and will appreciate their reminding me of any thoughtlessness.

*Pledge:* I appreciate the spirit and intention of the above standards and hereby pledge myself to lend all of the assistance that is possible toward the building up of a friendly co-operative atmosphere about *Hardin Junior College*.

Signed \_\_\_\_\_



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## Michigan Junior College Debate League

H. C. KLINGBEIL\*

About ten years ago seven public junior colleges, in Michigan, namely: Bay City, Flint, Highland Park, Grand Rapids, Muskegon, Port Huron, and Jackson formed a debate league and proceeded to debate each other for a state championship.

The schedule was so arranged that each junior college met and debated each other institution once during the months of February and March. Judges were agreed upon by the two colleges involved and the junior college with the highest number of victories at the end of the season was declared the state champion and was awarded a loving-cup trophy. Usually, the state championships were taken by Grand Rapids or Highland Park.

Five years ago the coaches felt that something had to be done to give the League a new lease on life. The old school of debating had run its course. Each team consisted of three members and the debate ran from an hour and a half to two hours. Large audiences were few and far between—even though a professor was secured to render an expert decision.

What was the matter with the public? Here were college men and women arguing the live issues of the day—and the only people interested were a handful of friends and relatives of the members of the home team. Perhaps the debate was too formal, too stiff, and too cut and dried.

At least, there were plenty of scandals gossiped about to add zest and interest.

One school kept a file of judges, who were divided into two classes, namely: favorable and unfavorable. If a judge decided against a certain school, and especially on the home platform, that judge was never permitted to judge again! Half quotations and fake statistics played their part, especially when the judge was not familiar with the details of the debate question. "Where did you get those statistics that you quoted in your last speech? I never saw them before," said one colleague to another after the debate. The answer was that he never would see them as he just had to have them to win the debate.

In order to correct these evils, a two-day tournament was tried under the coach-judging system. Under this procedure each coach becomes a judge and he judges any debate except one in which his own team is involved. This same coach-judging system is carried out in Michigan in the Annual Peace Oration and this contest seems to accentuate the evils. Under this system each coach arranges all the orators, except his own, in the order of their power of oratory. A few years ago the worst orator in the contest became the champion state orator. In order to help their own orators, too many coach-judges put the worst orator in first place in order to help their own orators. The coach-judging system, therefore, seems to point out that no judge should help to decide a contest in which he has a candidate.

Since debate is not like basket-ball, in that points scored cannot be seen, various attempts have been made to eliminate the judges and to make the debate more appealing to the audience.

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\* Instructor, Bay City Junior College, Bay City, Michigan; chairman, Michigan Junior College Debate League.

Five years ago the Michigan Junior College Debate League changed the old formal debate to a modified form of the Oregon Plan and non-decision debates were the order of the day, except when two rival schools wanted a debate judged.

Abolishing the decision brought condemnation from the Old School. Nobody would be interested in just a debate. The great American public must have a winner. Many of the debaters felt that debating was useless, unless some judge (good or bad) declared one side a little better than the other. To many people non-decision debates seem to be futile!

By modifying the Oregon Plan, the Michigan League arrived at the following:

*Constructive Argument*

1. First affirmative speaker has twelve minutes in which to present his case.
2. First negative speaker has twelve minutes in which to take his stand on the proposition.

*Cross-Questioning*

3. Second negative speaker cross-questions first affirmative speaker on his case and attempts to clarify the main issue between the two teams in six minutes.
4. Second affirmative speaker cross-questions first negative speaker for six minutes on his stand and attempts to clarify the issues between them.

*Rebuttals*

5. Second negative speaker closes the debate for his side by a six-minute rebuttal.
6. Second affirmative speaker closes the debate by using a parallel rebuttal for six minutes.

What results? In the first place, the traditional three-member team was changed to a two-member team. This

pleased some of the coaches as it was easier to get two good debaters. In the second place, the time was cut down from an hour and a half to 48 minutes. Obviously, this had its advantages, as it allowed the debates to be held at junior college assemblies and in junior college speech classes. Furthermore, 48 minutes seems to be about as long as a junior college audience can enjoy a debate. In the third place, the audience enjoyed the cross-questioning as it made the argumentation more flexible. In the fourth place, it divided the ability between the student who could give a smooth oration and the student who was clever and who could put a student on the spot by dilemma questions.

In its first year here, sparks flew all around the circuit. The majority of the deans condemned the above-mentioned system as a very poor style of debate. Too much sarcasm was used in the cross-questioning. Forty-eight minutes were not enough time to arrive at a proper decision. In the cross-questioning period, too many unrelated questions were asked. These young students didn't seem to be able to keep the question period on the vital issues of the debate. To the Old School nothing could take the place of three debaters with three judges giving the decision at the end.

After two years of this type of debating, the system was changed to the old style; but it didn't work, and after a year of the old formal debate the Michigan Junior College Debate League changed back into the Modified Oregon Plan. Now it is in its third year and there are still many complaints on all sides. What to do? Abolish contest debating altogether? Seek another type of debating?

Neither the deans, nor the coaches, nor the students are a unit in wanting to abolish the contest debate. Some junior colleges have trouble financing

this activity, and would like the number of debates cut down. In the period of its greatest prosperity, one or two debates in a junior college assembly were all that a student body could stand. Other junior colleges do not have enough instructors to assign one as a debate coach, and so the work goes to the high school speech teacher or, as in one case, to a lawyer outside the school system.

Michigan makes no provision for separate financial aid to its junior colleges; consequently, the junior college becomes the step-child in its educational scheme. No wonder outside activities like debate which need some financing are in a quandary.

———JCJ———

#### COLBY LIBRARY

With the grant of \$6,000 from the Carnegie Corporation of New York for the purchase of books, the Colby College library, New Hampshire, has to date purchased 1,347 volumes. Many of these are expensive reference volumes which the library could not afford previously. That these and other books are being put to steady use is attested by the circulation figures: in 1936-37, 7-822 books circulated; in 1937-38, 10,996 books; in 1938-39, 13-284 books—an increase of 14 books per reader in two years! The Library Committee was, on two occasions last year, host to a group of fifty students who signified their interest in book collecting. At a tea in the fall Miss Marjory Knapp, who formerly operated a bookshop in Boston, was the guest-speaker. Recently there was an after-dinner coffee and an English-made sound film, "Cover to Cover," in which several English authors took part. *The Book Pedlar*, which is an annotated list of new accessions, is published three times during the year, primarily for the readers of the college community.

#### TEN RULES FOR SUCCESS

Taken from a recent syndicated article by Dale Carnegie, are ten rules for the happiness and success of young women everywhere, formulated by President James M. Wood of Stephens College. These rules are:

1. As a college graduate, you will be judged not so much by what you know as by what you can do and how well you do it.
2. Be sparing in your criticism of others. There is enough snobbishness in one's nature without deliberately cultivating it.
3. Do not let your emotional life control you—unless you have first learned to control your emotions. Feel deeply, but think clearly.
4. To look your best you must be your best. Poise and personality are nine points of "good appearance."
5. Be able to do something useful and do it well. Even if you never have to make your own way financially, you will experience a deep sense of satisfaction in being equipped for independence.
6. Choose a man you can respect for his ability and character. The way he wears his manners is more important than the way he wears his clothes.
7. Learn to converse intelligently and pleasantly. Small talk is useful at tea parties, but is a questionable diet for daily conversation.
8. Don't pay too much for popularity. Think honestly; maintain a high sense of values; and set your standards accordingly.
9. Keep your confidence in yourself; you will need it not only while you are in college but much more after you graduate.
10. Don't be afraid of an intelligent inquiry into the religious values of life. Whether you know it or not, you are constantly developing a spiritual creed. And your ultimate philosophy of living will be your religion.

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## Bi-Modal Grade Distributions in Junior College

IRVIN F. COYLE\*

It has been observed from time to time that various measuring devices used in the Junior College of Flat River frequently yield scores that are bi-modally distributed. An interpretation of these distributions is not a very difficult task but nevertheless an important one. It is believed that these bi-modal tendencies are natural results of conditions found in many of the small public junior colleges and that they help point the way to changes which should be made and which gradually are being made.

Usually the student body of the public junior college contains two rather distinct groups. One group might be called the academic, the other the non-academic. The academic group is made up of those who probably will do satisfactory work in the college preparatory program, traditionally prescribed and traditionally administered. The non-academic group consists of those who for various reasons do not go along in the regular arts and science program. The latter group is not made up altogether of persons with significant native limitations; many of them are quite capable but do not see valid reasons for pursuing the college preparatory work.

The particular junior college mentioned above enrolls an average of approximately 110 freshmen each year. This number is about 35 per cent of all high school graduates within a radius of 20 miles of the college. The number of sophomores is approximately one-half the number of freshmen. The total student body seems to be divided between

the academic and non-academic groups in the ratio of about two to three. The percentage of non-academic students is much higher in the freshman class than in the sophomore class.

The bi-modal grade distributions are found, for the most part, in the academic subjects. These subjects constitute the major portion of the program of studies. There is a relatively small non-academic offering in commerce, music, and mechanical drawing.

To a very considerable extent, bi-modal grade distributions probably are the results of divergent interests on the part of the students and the failure of the college to meet these interests. Most of the academic students think they are going on to senior college work, and of course they are interested in making satisfactory marks in college preparatory requirements. About 20 per cent of those who start junior college work do enter higher institutions, and while actual data have not been secured it is estimated that about half of these complete the four years of college work. Most of the non-academic group have no definite intentions of pursuing formal education beyond the junior college years. As a matter of fact, half or more of the students who enter the junior college do not stay to complete two years of work. It is believed that most of those who withdraw do so because in their thinking they are unable to justify continued work on the traditional college preparatory program. The non-academic students then are for the most part those who are not greatly interested in the program they have to take.

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\* Dean, Junior College of Flat River, Flat River, Missouri.



The presence of the two groups in the small public junior college constitutes a serious problem, and one which in many instances is not being handled very satisfactorily at present. If the small public junior colleges could place much more emphasis upon their non-academic work, no doubt many more students would be attracted, and the majority of those who attend would receive training more appropriate to their needs. On the other hand the academic group, though rather small, demands that work be given which will transfer unquestionably to senior colleges.

Many of the public junior colleges are too small to give adequate programs in both the academic and the non-academic fields. One solution of the problem would be to offer only the non-academic program and require the academic students to do their junior college work elsewhere. Another solution, at least a partial one, would be for the universities and senior colleges to remove the imaginary halo from some of the rather musty academic requisites now idolized. Still another plan is that the junior colleges continue to offer the time honored subjects, under accepted titles and sequences, but set up modern content and methods for these subjects. It is quite possible that many junior colleges are now following this procedure in some degree. Finally there is the suggestion that public junior colleges districts be made large enough in wealth, in number of students and instructors, and in facilities to make possible the offering of adequate programs of both the academic and the non-academic types.

Bi-modal grade distributions do not indicate a new problem in the small public junior college, but they do offer quantitative evidence concerning an undesirable condition which long has been recognized by junior college administrators. The academic system now being

followed brings futility, disappointment, and partial failure to many young people who are expected to become worthy and useful citizens. It penalizes them for not memorizing facts they are not likely to need, and it denies them an opportunity to enrich their own lives and those of others by more appropriate educational experiences.

—JCJ—

### IDEAL HUSBAND AND HOME

In a class in psychology last year at Lasell Junior College, Massachusetts, 108 students were asked, without previous warning, to state and arrange in order of importance ten characteristics of their ideal husband and ten characteristics of their ideal home. A summary of the replies revealed the following as the principal characteristics of the ideal husband in order of importance:

1. Economic security.
2. Intelligence.
3. Considerateness or thoughtfulness.
4. Neat appearance.
5. Sense of humor.
6. Personableness and tallness (tied for sixth place).
8. Ambition.
9. Good sportsmanship.
10. Lover of children.
11. Good disposition, even-tempered.

Similarly the principal characteristics of the ideal home were determined to be:

1. Children (from one to six).
2. Family compatibility.
3. Yard and trees.
4. Maid and servants.
5. Library and books.
6. Suburban and no in-laws (tied for sixth place).
8. Recreation and playrooms.
9. Sufficient income, financial security, and comfortable house (all tied for ninth place).
12. Small house.
13. Fireplace.



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## English Courses for the Terminal Student

HELEN M. STONE\*

What are the English departments of junior colleges doing for students whose formal education will end when they finish the fourteenth year? This is one of the problems being studied by a committee of the English Teachers' Association of Southern California, appointed in 1937.

During the early part of 1938-39 Alice Tupman of Compton Junior College, Mary Jane Collins of Glendale Junior College, Daniel F. Graham of Santa Monica Junior College, and Mrs. Helen M. Stone of Pasadena Junior College, made a survey of Southern California junior colleges to discover what courses in English are being offered primarily for pupils whose formal education will end when they leave these institutions. The findings revealed that several colleges still consider their major function the preparation of young people for higher institutions of learning; they have, as yet, no English courses designed especially for those who will not continue their formal education. Three junior colleges acknowledged that a relatively small per cent of their students went on to other institutions and were heartily in favor of setting up courses for terminal students as soon as possible.

A number of the junior colleges, however, have offered courses definitely designed to meet the needs of young people who will go into their respective communities without further formal education. It is with some of these that this article will deal.

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\* Instructor in English, Pasadena Junior College, Pasadena, California.

### *Fullerton Junior College*

Mrs. Myrtle Stuelke of Fullerton Junior College offers a course called "Life and Literature of Today." It includes "reading and discussion of current magazines and books on contemporary life situations and practice in English usage in all phases of community life. Aim: Broad perspective and refinement in social relations"—so reads the entry in the announcement of courses. Mrs. Stuelke adds:

This course invites *completion* students, especially those in crafts, home-making, nursing, art, music, architecture, forestry, aeronautics, and some trades, especially printing. It has an appeal to other students who would ordinarily avoid a course in English, chiefly because of an aversion to drill, grammar, and drudgery. These students are very soon to establish homes and assume a part in community life. There is arranged a program of activities which emphasizes the various practical uses of English in the ordinary acts of living.

The four aspects of the course are summed up as follows:

1. *Reading*—Standards for judging what is worth-while, reading just to get the habit, choice of reading for home purchase, starting a home library, study of books for children, selecting books to buy from among the new publications, reading aloud to a group, knowing the leading magazines in various fields, frequent reports of magazine reading, especially to 'spot' ideas worth thinking about, newspaper evaluation and reading, keeping a book diary.

2. *Speech*—As much informal discussion as possible, frequent informal talks by individuals, study of the niceties of conversation and social intercourse, panel discussions, friendly criticisms, prepared occasional speeches to be given both in class and before community audiences.

3. *Study*—Analytical reading of selections in the text. *A Quarto of Modern Literature* by Brown and Perrin (Scribners); correct forms of business and personal letters, correct English usage by observation and practice, observation and study of English used in radio programs of merit, keeping a notebook as a permanent record.

4. *Community Contacts*—Representatives of group interests and local community clubs and organizations come before the class and talk of their organizations, stressing the importance of self-confidence and facility in English for active community work.

#### *Glendale Junior College*

At Glendale Junior College a course has been planned to be of specific help to terminal students. This course attempts to evolve only natural situations out of which may develop experiences which will lead to such ends as the following: Ability to meet communication situations, understanding social relationships including marriage, knowledge of occupational demands and rewards, practice in thinking intelligently, and interest in worthwhile use of leisure time.

The *Autobiography of Lincoln Steffens* is used to motivate discussions, writing, and further reading. During the semester, each student compiles a bibliography based upon his chosen vocation. Some of his collateral reading is devoted to this occupational study. The plan also stresses oral work which includes both formal and informal panel discussions, group conferences (open forum), and a symposium. Among the by-products of

the course in which the whole class shares, the following are listed: Introduction to community industries, introduction to community cultural centers, and evaluation of moving picture and radio programs.

Glendale is also planning a two-unit course to take the place of Subject A. The students will read aloud and study punctuation and sentence structure through natural phrasing and spacing of ideas already well stated. Vocabulary building will also be taught through oral reading. The instructor, Miss Collins, writes: "Following the idea that sound patterns are important in determining the grammar one uses, the grammar work will also be oral and correlated as much as possible with reading aloud. During every class session, however, at least fifteen minutes will be spent in writing."

#### *Los Angeles City College*

Los Angeles City College offers a course in composition and reading planned for the terminal student, who is classified as a semi-professional student. Otis D. Richardson sums up the motivation for this course as follows: "In an age of propaganda, advertising, and exhortation, the individual who cannot see through words to facts is being used, enslaved. The student must learn to protect himself from suggestion." Definite discipline is planned, for Mr. Richardson continues:

The student must learn to read more quickly and with better comprehension. He must read whole books, as well as short essays. All reading is of expository material. He is allowed a wide choice of books. On the list are de Kruif's *Men Against Death*; Kent's *The Great Game of Politics*; Chase's *Rich Land, Poor Land*; Lambert's *Music Ho!*; Russell's *The Conquest of Happiness*; Shaw's *Quintessence of Ibsenism*. He must read six for the semester. And does he howl!

He must learn to write more fluently and accurately. The subjects assigned attempt to bring together his personal experiences and the new concepts he has gained from reading. He is drilled on certain common faults in writing and speaking—not *taught* a book, but drilled to fatigue on the most offensive errors. He is trained to look through the metaphor and generality of common speech to the facts; to look, as Stuart Chase puts it, for the *referents*. Vocabulary work is directed no longer at the dictionary, but over the dictionary to life situations and actions.

The composition course is one semester in length. It is followed by a course in modern literature entitled *The Literature of Modern Life*. Motivation: Just as a person must learn to protect himself from suggestion and deception in such practical choices as voting or furnishing a house, so he must protect himself from being misled in his emotional life, in his choice of friends, of a mate, of amusements. He must know how curiously art distorts the simplest as well as the most passionate emotions; he must catch a glimpse of how much of art is eternal truth, and how much dangerous illusion.

Discipline: The student must learn to make an independent judgment of a work of art. This he is very reluctant to do. He would prefer to repeat numbers of facts, if he must do anything. He is a wretched judge of (1) people's motives; (2) what an artist has to say: the organizing principle on which his book has been formed; (3) the artist's bias, the color of his mind; (4) the sincerity of the work. In fact, the student has usually but two persons in mind: himself and the teacher. He wishes the book to flatter him; and he wishes to flatter the teacher. But

once launched on the course of using his own eyes for himself, he seems to like the adventure of it, even though it takes his breath away.

But he cannot use his judgment without help. He is too immature. Some sort of convenient pattern of framework must be provided on which his experiments may be made. Here is a sample:

1. Literature of Disillusionment
  - Frustration of primary impulses and its effect on art
  - The false sophisticate
  - The true sophisticate
  - Misanthropy
  - The religion of formlessness
2. Romance
  - The romantic hero
  - The romantic heroine
  - Courtesy
  - Adventure, then and now
  - On being young, when young
3. Realism
  - The Perfectionist and the evolutionist
  - Functionalism
  - Normal vs. unusual
  - The love of simple things
4. Satire
  - The tribulations of those who identify themselves
  - The tribulations of those who do not identify themselves—the intellectual
  - The peace of detachment
  - On being better than the hero
5. Fantasy
  - How to tell a truth by telling an untruth
  - Why human truths are so often unreasonable
  - Maladjustment and genius
  - Morals for the millions
6. Sentimentalism
  - How to tell an untruth by telling a truth
  - Escapism
  - Tears and giving up
  - Babies are still cute
7. Classicism
  - What maturity means and why it is rare
  - Trust and calm
  - Things more enduring than the individual life
  - Resignation and triumph

What then?

After a year of English, a few students will wish to do more reading.

These courses are taken voluntarily; none is required. Though not many students enter them, the spirit is usually excellent. The course for the semi-professional student is called "World Cultures and Literature". It is a year's course in the classics.

Several institutions are giving courses in Trade Journalism. Here again Los Angeles has departed from tradition. The course is planned to familiarize each student with the magazines in the field of his chosen life work; to lead him to interests in allied lines and to open doors on new interests; to sharpen his powers of observation in the actual practice of his trade or profession; to clarify his ideas; to aid him in expressing himself clearly and forcibly both orally and in writing along the line of his interest. Weekly themes pass on to other workers in his field helpful pointers which the student has discovered. Every composition is definitely planned for publication. Instruction is given in the needs of magazines both as to content and mechanics.

#### *Chaffey Junior College*

Chaffey Junior College at Ontario has long recognized its obligations to the young people whose formal education closes with their graduation from that institution. The Chaffey catalogue states: "The junior college is not primarily a preparatory school; it is the people's college, an institution to complete the formal schooling of all except those few who intend to enter one of the professions." The teachers have pioneered in an English course for aviation students and require the writing of letters, reports, and papers dealing with aviation.

#### *Ventura Junior College*

For several semesters Mrs. Hazel Lamb of Ventura Junior College taught a course which she had designed to meet the needs of terminal students. It

proved to be popular with two types of students: (1) those who feel they need to improve their reading habits, and (2) those who like to read but do not have time unless reading is part of the curriculum. Mrs. Lamb describes the course thus:

The minimum requirement was five books a quarter, at least two non-fiction; five magazine articles, at least two non-fiction from the better type of magazine. Book selections were regulated by student interest and ability. On the whole, I found students anxious to have their reading directed. The class met three times a week and I used a small part of the class hour for a discussion of books (never over 15 minutes), and each member was encouraged to give at least one oral report a quarter. Every Monday I checked the cards on which the class recorded their reading for the week; these indicated a daily account of the time spent and ground covered.

The committee studying the needs of English departments feels that the exchange of ideas as indicated in this article is most helpful. We hope that readers will send to the chairman accounts of experiments they have found workable. Most of the material in the catalogues is so brief that one can get only the barest hint of what a given course includes. If you have, in your institution, one or more courses in English for students who do not intend to continue their formal education please tell us about them in detail. Write to Mrs. Helen M. Stone, Pasadena Junior College, Pasadena, California, or to Daniel F. Graham, President of the English Teachers' Association of Southern California, Santa Monica Junior College, Santa Monica, California. The committee, in turn, will be glad to share further reports of its work if you care to receive them.



## *Reports and Discussion*

### PENNSYLVANIA CONCLAVE

The first junior college conclave to be staged in Western Pennsylvania was held at the DuBois Undergraduate Center of The Pennsylvania State College on April 14 and 15, 1939, when the staffs of the college's undergraduate centers held their inaugural Inter-Center Faculty Conference. More than fifty members of the college staff participated in the two-day program that included three general conference sessions, subject matter group meetings, group meetings on various student activities, luncheons, and a conference dinner.

Dr. Herbert L. Spencer, president of the Pennsylvania College for Women, Pittsburgh, was the principal speaker at the opening meeting of the conference on Friday morning. Speaking on the topic "How Can Education Promote Security in a Modern World?", Dr. Spencer pointed out that the aim of every college staff member should be "to give to every boy and girl, in accord with their abilities, those finer things of life that will give them their only real security."

Other discussions on the morning program considered the problem of an expanded curriculum on a functional basis, assistance for the student of limited financial resources, the relationship of the faculty to the community, and extra-curricular activities. These discussions were led by Dr. R. W. Brewster, Prof. R. E. Eiche, Prof. W. R. VanVoorhis, and Prof. E. W. Zoller, administrative heads of the four centers operated by the college at Uniontown, Hazleton, Pittsville, and DuBois.

David B. Pugh, supervisor of undergraduate centers for the College, was the speaker at the closing session on Saturday afternoon, and he took for his topic "The Undergraduate Centers, the Parent Institution, and the Junior College: A Comparative Study." Mr. Pugh reviewed the growth of the undergraduate centers as well as the junior college movement in this country and drew a comparison between the functions and goals of both of these organizations.

The Undergraduate Center he likened to the Junior College in the following respects: (1) Both offer the standard college program on the first and second year levels; (2) Both emphasize the economical, functional, and healthful aspects of getting an education while still living at home; (3) Both emphasize the guidance and counselling functions of education. They are, however, unlike in the following respects: (1) The Undergraduate Centers have not yet had to develop a broad program of functional or terminal education; (2) They are directly administered and supervised by an already established State institution; (3) They are limited in the extent of their service to the community only by the size of the community and the extent of the facilities which the community will offer; (4) Except for administrative and supervisory service, the Undergraduate Centers are self-supporting, with the community providing quarters, and fees, the tuition.

Two other problems dealt with at length by the conference were counselling techniques and the social program. In regard to counselling, the conference



concluded that it is quite possibly more important in the college student's life than book-learning, and that more students are now in greater need of such guidance than ever before is proved by the introduction of tutorial, preceptorial, and similar systems in many universities and colleges. A program comprising academic, vocational, and social counselling was advanced for the centers. The necessity for a well-defined program of student activities was also emphasized by the conferees, since they were of the opinion that the gap between college and the Center is lessened in direct proportion to the development of such a program. Among the kinds of activities possible of promotion were: academic activities (which were often overdone); recreational activities (to be developed within the financial means of the organization); athletics (mildly promoted); and cultural activities (including music, drama, and other such related arts). The activities that should most be stressed, it was concluded, were those that develop the cultural aspect of the individual.

Subject matter group meetings were likewise found to be helpful in clarifying junior college teaching problems and providing an outlet for suggested procedures recommended by departmental groups. Among the suggestions advanced was one by the English composition sectional meeting recommending a course in first-year English that would include not only the regular recitation periods but also an additional three-hour laboratory period in which students might experiment with newly-learned language skills under the instructor's supervision. Agreeing that the chief obstacle in the path of the freshman in college composition is the shortness of time in which he must learn the habits and practices of good writing, the instructors maintained that a laboratory

period, similar to laboratory periods used in the teaching of chemistry and the other sciences, would provide the needed extra time. The modern language group, believing that a reading knowledge of a foreign language can best be developed after a solid foundation in grammar has been acquired, arrived at the conclusion that the grammar method of teaching languages was best suited to the junior college set-up since there was not sufficient time in three periods per week to use the direct method satisfactorily. They added that it was their opinion that by devoting the first year of study almost entirely to grammar, a more rapid and thorough development of reading knowledge in the second year would be possible.

In the social sciences, the history group advanced as the goal of their teaching the development of a cultural background and the understanding of current problems; the political science meeting emphasized the importance of showing constitutional growth and development rather than a mere recital of facts; and the economics section debated the problem of preceding the present elementary course with a course in current economic problems. The chemistry instructors at their session advocated introducing sufficient historical material and enough practical applications of theory to maintain interest in chemistry as a living science; and the mathematics group considered the placement of technical and liberal arts students in courses correctly paced to their needs.

ROY E. MORGAN

Hazleton Undergraduate Center  
Pennsylvania State College  
Hazleton, Pennsylvania.

#### NEW ENGLAND ASSOCIATION

The annual meeting of the New England Junior College Council will be held at the Hotel Statler in Boston, Saturday,

December 9. Early in the year the secretary wrote the various junior colleges for suggestions for a program. The response was nearly unanimous and many fine suggestions were made. At a meeting of the executive committee in Boston, May 6, it was decided to have each college submit a five-minute report on its progress and special activities. It was also suggested that an effort be made to secure a noted psychologist to address the council on the subject of "Personal Guidance." A third feature of the meeting was to be ample time for the discussion of mutual problems suggested by the five-minute reports and the address of the speaker.

It is planned during the fall to have each college make as complete a report as possible on the success or failure of its transfer students and also on what has become of the graduates after leaving the junior college. An attempt will be made to concentrate this information into a pamphlet or folder and have sufficient number of these printed for wide distribution. It is also hoped that the material or a summary of it may be printed in the *Junior College Journal*.

ROY M. HAYES  
*Secretary*

Ricker Junior College  
Houlton, Maine

#### FOUR LEGAL DECISIONS

The *Seventh Yearbook of School Law, 1939*, edited by M. M. Chambers, and published by the American Council on Education, contains summaries of four cases dealing with junior colleges, both public and private. By permission of the publishers these four summaries are reprinted below:

##### OAK PARK, ILLINOIS

From Illinois comes an interesting case of cooperation between a public school district and a private junior college. A statute permits public high school boards to establish public junior

colleges. The Oak Park High School District decided not to use this power, the Oak Park Junior College having been incorporated as a private institution. Recently this private junior college encountered financial difficulties, and the public high school board agreed to purchase its library and laboratory equipment for the use of the high school, thus keeping the college open for the purpose of determining whether a junior college in the district was feasible. A taxpayer obtained a temporary injunction against this transaction, alleging that it was a mere subterfuge to apply public funds to a private purpose. An Illinois appellate court reversed the judgment and ordered the injunction dissolved, holding that the statute impliedly authorizes the high school board to investigate as to whether a junior college is suitable for the needs of the community, and the board may make expenditures for that purpose which the courts will not question in the absence of a clear showing that the means employed are unlawful or fraudulent. (p. 72).\*

##### ASHLAND, KENTUCKY

Under the Kentucky constitutional provision that no sum shall be raised

\* On a subsequent appeal direct to the supreme court of Illinois on the constitutional question involved, this case was on December 15, 1938, remanded to the trial court with direction to award a permanent injunction against the board of education, restraining it from further negotiation or performance in connection with the contract. The supreme court held that the transaction violated two sections of the state constitution—one prohibiting the application of tax money for a non-public purpose, and one prohibiting any governmental subdivision of the state from making any loan or donation in aid of a private corporation. Said Justice Orr: "The question is not one of economy, expediency, public benefit or community desire; it is one of power. . . . No power existed in the school board to make a contract with a private corporation for joint use of its library and equipment. . . ."—*Schuler v. Board of Education et al.*, 370 Ill. 107, 18 N. E. (2d) 174 (December 15, 1938).

by taxation for education other than in common schools, except when authorized by a popular election, it has been held that the board of education of Ashland cannot levy a tax for the support of a public junior college as a part of its city school system without calling an election and obtaining the approval of a majority of those voting. (pp. 126-27).

#### CARBON AND WEBER, UTAH

From Utah comes a case in which the court was called upon to clarify the meaning of an act of 1937 appropriating \$330,000 to be expended under the direction of the governor for state buildings, together with any federal funds obtained for the same purposes. The act specified that the order of preference should be: first, \$150,000 to Carbon Junior College on condition that Carbon County should provide a site; second, \$80,000 to Weber College, which is another state institution; third, \$100,000 to the state tuberculosis sanatorium; and fourth, any remaining balance to the state prison. The state building commission refused to proceed with the construction of the college buildings until it was determined whether the sums appropriated were meant to include or exclude the sums obtained from the federal government. The court answered that the appropriations could not have been meant to include federal funds, because it is elementary that a state cannot appropriate federal money. Hence a writ of *mandamus* was issued directing the commission to proceed promptly with the building. (pp. 149-50).

#### RANDOLPH, TEXAS

A peculiar case comes from Randolph Junior College, a private junior college in Texas, where the plaintiff sued for an unpaid balance of \$500 on his contract of employment as a teacher. It appeared that he was also a member

of the board of trustees, and that he had participated in the unanimous vote by which he had been employed at an increase in salary as a teacher. The college attempted to defend itself on the ground that this action was ethically and legally wrong. However, no Texas statute covers the subject, and in the absence of statute the contract is enforceable. (p. 158).

#### LIBRARY REPORT

A copy of the ninth annual report of the Virginia (Minnesota) Junior College Library has been received. It is the second such report of the present librarian, Wave L. Noggle, and consists of 32 mimeographed pages arranged under the following heads: library service, expansion and rearrangement, the book collection and the Carnegie grant, periodicals, relationship between student scholarship and library use, student help, recommendations, miscellaneous, report of the cataloger, and statistical appendices. It would doubtless greatly increase library consciousness and development if more junior college librarians would make such comprehensive and systematic reports annually. A few significant extracts from this report are given below:

The library has had a very favorable growth during the year. A new stack room has been added, more tables and chairs have been placed in both the main reading room and the reserve book room, more books have been cataloged and added to the records than during any previous year, and the general use of books and periodicals in the library apparently has been greater, although statistics in the appendices would indicate otherwise. . . .

In purchasing new titles this year a definite effort was made, as was done last year, to build up the weaker parts and balance the entire collection in the light of courses offered by the college. An analysis chart, reproduced on page 11 of my annual report last year, showing the holdings of our library with other junior college libraries and with the Mohrhardt list was the basis for selecting titles. The Mohrhardt list was reexamined this year and a few important titles selected from it. Since over half of the grant from the Carnegie Corpora-

tion of New York was still available at the opening of the school year stress was again laid on the reference collection and back numbers of important periodicals. . . .

The library, the administration and the faculty of the Virginia Junior College are very grateful to the Carnegie Corporation of New York for the grant it made to the library of this college. There is no member of the faculty or student body in the Virginia Junior College who has not had a better educational opportunity as a result of the books purchased on the grant. Our collection is fairly well balanced. In checking it with a list of "100 books which every American should read" issued by the American Library Association, it was discovered that we had 98 out of the 100 titles, and one other title was already ordered. . . .

The library is now subscribing to 117 periodicals, and receives as gifts 7 others, making a total of 124 coming regularly to the library. This is a total of 17 titles more than we received last year. In adding titles to our list definite effort was made to balance the collection in the light of the courses in the curriculum. A few titles were dropped from the list at the beginning of the school year because there seemed to be an unnecessary duplication of material in certain fields. We have taken advantage of the Carnegie Corporation grant as we did last year, to purchase back numbers of more periodicals. . . .

Until this year the librarian has given a series of lectures to the orientation classes. With the adoption of a textbook for that course this year, the series was deemed unnecessary. The result of this change is two-fold as far as the library is concerned. First, the librarian no longer has a contact with the students which accompanies it. Second, acquaintance with the library the extra time has more than been taken up by giving individual instruction to students. Quite often he has had to take time from very important work to help the students and consequently at times his work has been disrupted greatly. The students in general this year have shown a greater lack of knowledge of how to use the library and the library tools than did the students last year. This should be overcome, and it can be done if the librarian is again given the opportunity of directing the study upon the library in the orientation classes. . . .

The librarian should have more time to attend various classes and have more conferences with instructors so that he could coordinate the library service with the general education process of the college. During the past year there has been very little of this done and the circulation records show it. The students of each year familiarize themselves with fewer books than did the students of

previous years. The librarian should have time for promoting library service and should not have to spend so much time doing routine things.

### DULUTH REPORT

The following extracts are taken from the annual report of Dean R. D. Chadwick of Duluth Junior College to the Duluth superintendent of schools:

Early in the first year of the Junior College, in 1927, the faculty began a study that has continued to the present time, namely, a pragmatic statement of *the things to work for* both as students and as instructors. From time to time this statement has been rewritten and revised, and as a small printed folder it is placed in the hands of each student when he enters the college, and an especial study of it is made in the dean's freshman lectures. Two other folders have been printed to further point out and clarify the functions, aims, purposes, and objectives of the Junior College: (1) *Duluth Junior College—Its Place in Higher Education*, and (2) *Education in a Rapidly Changing World*, by Mr. John G. Cederger, president of the Board of Education. . . .

Wherever possible the students are encouraged to "be on the stage", instead of the faculty. This has worked well in having the students elect one of themselves as the chairman of the weekly convocation, and to have students participating on the committees with the instructors to arrange the programs, and fully a fourth of the programs were produced by the students in the year of 1937-38. If a student may secure valuable experience and an opportunity for training from doing a particular job we believe that he should be encouraged to do it. The Junior College has a rapidly and constantly changing student personnel, at least sixty per cent are "new" students each year, and there is inevitably a change of student sentiments, tastes, and ideas as to what is a proper and desirable expression of the same in the realm of student activities. Many



instructors believe that student activity and participation provide an excellent opportunity for cooperation and teamwork, for understanding the changing stream of young people who come to the college, and that it provides for a wholesome and healthy evolution of practices. . . .

During the year nine faculty meetings were held, four of these were evening deliberative meetings and were held on the following dates: Nov. 17, 1937, March 2, 1938, April 20, 1938, and June 1, 1938. It is at the evening meetings that the important problems of education as they confront us in the Duluth Junior College are discussed, some of the topics discussed are as follows:

1. Professional literature
2. The development of the library
3. The importance of current events
4. Counseling procedures
5. Occupational information
6. The significance of the psychological tests given here
7. The need for more magazines in the library
8. Improving teaching procedures
9. The use of the counseling blank in the interview with students
10. Student activities
11. The local athletic situation
12. Standards in English: What to do with the weak students?
13. Public relations
14. The need for expanding our curriculum to include music and home economics.
15. We are not Communists.

These evening meetings begin at 6:00 P. M. and usually adjourn before ten o'clock. Each instructor has a chance to participate in the formulation of policies, and this we believe to be important to develop team-work and a maximum of cooperation. In no other way would the various faculty members really become acquainted with each other, and with the other fellow's point of view and his problems. We believe that a healthy

esprit de corps has been fostered through our evening meetings when we take the time to talk things through.

#### VITALIZING SOCIAL SCIENCES

That it is difficult to teach social questions in such a manner as to crystallize points of view can be readily and frequently detected after a study of various problems, even at the junior college level. This is doubtless true because of the customary horizontal spreading at previous levels with the result that the student has not developed the habit of mulling over and over the questions, until he has at least developed a temporary point of view, to say nothing of developing an attitude which will become a part of his permanent views.

One method which is useful in helping the students to arrive at interpretations of their learnings on a subject, relative to the attitudes of other members in the group, and in comparison with arbitrary norms, is the use of attitude tests such as the Thurstone Attitude Scales, published by the University of Chicago Press. For instance, a student is interested to discover whether or not he favors the idea of "evolution," and in comparing his attitude with those of his classmates, and in attempting to evaluate the norms. He tries to interpret his attitude, and discovers whether it is based on prejudices or knowledge gained from study. Thus these attitude scales are helpful devices which may result in permanent learnings from the standpoint of both technique and facts.

A round-table method or panel discussion type of procedure also often results in the sifting of facts, the organization of important facts, and the establishment of conclusions which will result in permanent points of view. For instance, results can be clearly apparent in the discussion of such a topic as "The Values of Democracy Over Fascism."



Sometimes class trips result in the establishment of ideas of the interrelationship between the local community and the world which could not be otherwise gained. When the general economics classes in the Worthington Junior College visited the Worthington Produce Company they learned that it would be possible for the local company to sell frozen eggs in greatly increased quantities and at higher prices due to the turmoil in China which has been preventing the customary shipments from there of powdered eggs. This was a valuable lesson in supply and demand with wide interrelationships, and opportunities for the establishment of enduring viewpoints.

When the same economics classes visited the local Cooperative Oil Company, they learned in a way that they will remember the facts concerning the close relationship between the local company and the Oklahoma oil fields, and the dependency of the consumer upon the interrelated agencies to bring him the gas and oil which he needs.

When the sociology class went out into the community and made a survey of housing conditions, the students gained knowledge of how some people live that will influence all their later attitudes toward social problems.

LULU E. CUMMINS

Worthington Junior College  
Worthington, Minnesota

—J.C.J.—

It is obvious that many school districts are too small to support adequate junior colleges. The creation of larger administrative units outside the centers of population is, therefore, essential to the development of adequate junior colleges. In some instances these junior colleges may be regional, extending beyond the confines of a county.—Editorial in *School Executive*.

### GRANTING DEGREES

Ninety-five public and private junior colleges in 26 states responded to an invitation to participate in a study recently conducted by the secretarial science department of Colby Junior College for the purpose of ascertaining current practices in granting degrees and titles to graduating students in public and private junior colleges. A questionnaire was directed to the registrar requesting data for the college year 1937-1938. Replies were tabulated for 56 public and 39 private junior colleges.<sup>1</sup>

Question No. 1. "What degrees are granted by your junior college?"

Degrees or Titles	Colleges Reporting
Associate in Arts degree only.....	28
Associate in Arts and other degrees....	20
Associate in Arts title only.....	25
Associate in Arts and other titles.....	5
No titles or degree granted.....	17
Total junior colleges reporting.....	95
Total reporting degree or titles.....	78
Percent of junior colleges reporting degrees or titles.....	71.5%

It was noted that the Associate in Arts degree was in each case one of the degrees granted except in those colleges which reported that no degrees or titles were granted.

Question No. 2. "How many semester hours are required to earn a degree or title?" Two colleges require 68 semes-

<sup>1</sup> The geographical distribution of these institutions was as follows: *Public*—Arizona, 2; Arkansas, 5; California, 23; Colorado, 3; Iowa, 1; Kansas, 1; Michigan, 2; Minnesota, 4; Missouri, 7; Mississippi, 1; New Mexico, 1; North Dakota, 1; Oklahoma, 2; South Dakota, 1; Utah, 2. *Private*—Alabama, 1; Arkansas, 1; California, 2; Colorado, 1; Connecticut, 1; Idaho, 1; Illinois, 3; Iowa, 1; Kansas, 2; Louisiana, 1; Missouri, 10; Mississippi, 1; New Hampshire, 1; North Carolina, 3; South Carolina, 1; Texas, 4; Virginia, 2; Minnesota, 1; Georgia, 1; Wisconsin, 1. The total student enrollment represented in these institutions, according to the 1939 *Junior College Directory* was 52,879 or slightly over one-third of the total enrollment in the country.

ter hours for the Associate in Science degree; one requires 64 to 75 hours; one requires 90 quarter hours; and 72 require 60 to 64 semester hours. Two colleges did not supply data on this question.

Question No. 3. "What quality of work is required to earn a degree?"

"C" quality .....	48
"Passing" (term not defined) .....	15
Approval of Head of Department .....	1
"D" quality .....	3
Not reported .....	11
	78

The most significant findings from the analysis of data supplied by the 95 junior colleges warrant the following generalizations:

(1) That 71 per cent of the junior colleges reported grant degrees or titles.

(2) That the Associate in Arts is the most frequently mentioned degree or title.

(3) That other degrees or titles reported were—Associate in Fine Arts, Commerce, Engineering, Education, and Science.

(4) That 60 to 64 semester hours of work is required for a degree or title in more than 90 per cent of the junior colleges reporting.

MILDRED E. TAFT

Secretarial Science Department  
Colby Junior College  
New London, New Hampshire

#### LIBRARY OPPORTUNITY

The Five Hundredth Anniversary of the Invention of Printing, which by common consent has been fixed for 1940, will be celebrated by nation-wide observances. That year is also identified with the first printing in the Western Hemisphere at Mexico City in 1539 and the earliest American publication, the "Bay Psalm Book," at Cambridge in 1640. All these beginnings were important milestones of progress but their true

significance is measured by the spread of knowledge and understanding through the printed word during the past five centuries. This anniversary is an exceptional opportunity for junior college libraries to emphasize their leadership in cultural development. By taking the initiative in organizing a community celebration, they will not only gain desirable, and deserved, publicity for library service but will also establish closer association with printers, schools, and civic organizations. Comprehensive plans are being formulated by a special committee of the American Institute of Graphic Arts, supported by an appropriation from the Carnegie Corporation. A "Manual of Suggestions" is being prepared and individual counsel and information are available. Write to Will Ransom, Secretary, Printing Anniversary Committee, American Institute of Graphic Arts, 285 Madison Avenue, New York City.

#### WHY VISUAL EDUCATION?

Visual education is not new in the sense of laboratory work, charts, black-board illustrations, and the like, but it is new in its present meaning—the use of motion pictures in the classroom. The educational motion picture has several definite features. First of all, it makes use of the functional approach—drawing its subject matter from real life. It not only shows life, but shows life which otherwise we could not see. For example, the "screw" action of an airplane propeller, along with the study of wind resistance and modern streamlining, can be seen by the slow-motion camera, smoke being used to render air visible. The life cycle of a single garden plant, ordinarily too slow to study in the classroom, can be viewed in less than five minutes as the result of stop-photography. Just as animated drawings have made Mickey Mouse a living star, so

they make the electronic flow of electricity in the house wiring, telephone, dentist x-ray, or radio tube, real and alive. Then there are those things too costly or otherwise inconvenient to see, such as foreign customs, glaciers, volcanoes, vivisections, human operations, industrial processes, and many others. Life has come to the classroom.

The junior college should be looking for better means of teaching better outcomes. The outcomes stimulated by the classroom film are not wholly new, but they represent improvement in as much that they are often neglected in the classroom. An ordinary industrial film, so called because it is generally furnished free and shows the entire life history of some common commodity, is designed to give the real situation as clearly as possible. A typical industrial film might give the complete story of paper from a tree in Canada to a newspaper in New York City, or the story of a grain of wheat from the fields of Dakota to a box of crackers in Florida. Such a film is not limited to the scope of the course in chemistry, or any other course, the way it is given at good old Alma Mater. It ruthlessly cuts across departmental boundaries, introduces modern culture, and integrates all the fields it touches. For example, the film on crackers may stimulate outcomes in subject fields of agriculture, botany, capital, inter-state commerce, labor, chemistry, physics, engineering, psychology (of selling), and marketing. Is not all this more important than finishing Chapter VII by Friday?

Centering a classroom discussion around life-like interests and needs of a student such as mentioned, rather than a prescribed course, means the course may become more interesting and even drift into the direction of a survey course. What of it? The fact that the

course is interesting may mean that the instructor is weakening as an orthodox teacher of the descendants of mental discipline and that this vitalizing realism is stimulating life-like problem solving and good thinking.

During the past year Kemper Junior College has used, counting duplications, about 400 reels of film in the classrooms. The outcomes, although not yet accurately measurable, clearly have been better presentation of subject matter, relation to life activities, more student interest, vitalized class discussion and integration of subject matter.

WALTER W. JOHLER

Kemper Military School  
Boonville, Missouri

#### TRAVELING EXHIBITS

The Division of Graphic Arts of the United States National Museum maintains six traveling exhibits illustrating the various processes of the graphic arts for the use of junior colleges and other organizations that are interested in "How Prints are Made."

Each of the six exhibits contains the same information, illustrating and describing briefly the following processes of printing: wood cut, Japanese print, wood engraving, line engraving, photolithography, silk stencil printing, mezzotint, etching, aquatint, lithography, aquatone, half tone, collotype, photogravure, rotogravure, bank note engraving, and water color printing.

#### *Large Exhibits*

Exhibit No. 1 contains 124 illustrations, including a few blocks, plates and tools and weighs 330 pounds boxed. The material is mounted in 12 frames (without glass), 32 inches wide by 48 inches high.

Exhibit No. 2 contains 99 illustrations in 25 mats 28 inches wide and 22 inches high and weighs 70 pounds boxed.

*Small Exhibits*

The material is mounted in cardboard mats 14½ inches wide by 20 inches high.

Exhibit No. 3 contains 81 illustrations in 24 mats. Boxed weighs 29 pounds.

Exhibit No. 4 contains 81 illustrations in 24 mats. Boxed weighs 29 pounds.

Exhibit No. 5 contains 81 illustrations in 24 mats. Boxed weighs 29 pounds.

Exhibit No. 6 contains 79 illustrations in 22 mats. Boxed weighs 27 pounds.

The exhibits are loaned for periods of about a month. Allowance for shipping time must be deducted so that the exhibition must not extend over three weeks. Express charges must be guaranteed by the exhibitor both from Washington and return or to the next exhibitor. Further information regarding dates, exact routing of exhibits, etc., will be furnished upon application. It is understood that these exhibits are to be displayed for the benefit of the public, with educational intent, and are not to be used for private gain. For particulars address U. S. National Museum, Division of Graphic Arts, Washington, D. C.

**COURSES AT EVELETH**

In his annual report as Dean of Eveleth Junior College, Minnesota, O. H. Gibson speaks as follows concerning "Terminal Courses" and "Finding Courses" given at Eveleth:

*Terminal Courses*

Terminal courses have been our answer in taking care of all the youth in our community who have desired to enter junior college. For our girls we have a Homemaking course including "Clothing and the Home," "Food Preparation and Purchasing," "Nutrition," "Home Decorations." During the present year we had a cooking class for our boys, which was formed at their request. Business training and secretarial courses have been in operation since 1930. For

our boys we now have machine shop, printing, pattern making, forge shop, consumers education for building construction, and practical electricity for the repair of home electrical equipment. The purpose of the practical electricity is to acquaint the student with the construction and repair of simple electrical equipment such as toasters, vacuum cleaners, electric irons and auto generators. The equipment to be repaired has been furnished by the student thus avoiding any financial outlay for the school. Since the equipment belongs to the student there is a very personal interest for its proper repair.

*Finding Courses*

Another function of the junior college is to offer types of work which will enable the student to vocationally find himself. We have quite a number of courses which fulfill a "tryout" for certain vocations. Approximately ten young men have decided to be geologists as a result of the work we are giving. Director H. E. Flynn, of the State Department of Education, has complimented our institution upon introducing geology, and making use of the great iron ore laboratory which we have in our own backyard. To the best of my knowledge we are the only junior college on the Iron Range which gives such a course.

Likewise, we are the only junior college in our section which gives a course in journalism. This has proved a finding course for a goodly number of our young people are now employed with newspapers. Through our emphasis on journalism, and due largely to the leadership of the faculty advisor, our college paper has received an "All American Rating" twice within the last two years.

Our business courses, commercial law, industrial work, music and speech activities, printing and physical education courses serve further towards this "tryout" function.



### SAVANNAH PLAYHOUSE

The Savannah Playhouse of Armstrong Junior College, Georgia, was opened in the winter of 1936. We opened the theater for two or three reasons which seemed sound to us from an educational standpoint, and fundamental in our service to the community. In the first place, we wanted to get away from the conventional type of freshman English course and develop an integrated course which would provide for attention to the fundamentals and at the same time allow time for laboratory writing practice and interpretation. It was our belief that the stage could be made a laboratory for interpretation and give incentive for elective work in speech and play production courses.

In the second place, we wanted to integrate our interest and activities with those of the community so we made it a college-community enterprise. It is therefore a college-community theater controlled by a board on which the college representation predominates, insuring permanent college control.

We are going one step further; we are sharing our experience with the colleges and high schools of the country. We have established a dramatic library of approximately 4,000 scripts and have opened a service bureau in connection with the theater. A catalog of the scripts in our library has been widely distributed and the service bureau is doing a thriving business. Upon request, we mail free of charge, except for postage, scripts of plays which we recommend to colleges and high schools all over the country. When the college has selected a play our scripts are mailed back and the necessary number of copies ordered from the publishers. At the present time we are handling ten to fifteen requests daily. In addition to recommending plays and furnishing scripts for in-

spection, upon request we give advice in regard to effective staging and costuming.

It seems to me that this is all very much worthwhile. It has made our students speech conscious. The freshman English course is no longer a hum drum affair. These experiences are giving our students a confidence which carries over into all of their work. They are no longer afraid of the sound of their own voices.

The Playhouse is beginning to accomplish the things for which it was organized. This was not true in the beginning. Those taking part in the first few productions did so more in the spirit of adventure than in the hope of personal development and pleasure. The attendance in those days was very small. There were very few town people who apparently wanted to see a non-professional production, and almost as few students. Once during the first year we tried to give away a production in order to see how it felt to play to a full house; we couldn't even do that!

After three years, however, the word has gotten around that the productions are not amateur but simply non-professional, with the result that the first three plays this year have run for two nights to capacity houses, and our fourth production is scheduled for three different nights.

This year the students are directing three studio one-act plays of an experimental nature which will likewise draw full houses. This development gains significance when I tell you that the "Little Theater" movement died in Savannah just a few years before our Playhouse connected with Armstrong Junior College, was opened.

ERNEST A. LOWE

Armstrong Junior College  
Savannah, Georgia



## *The Junior College World*

### CIVILIAN PILOT PROGRAM

The Civil Aeronautics Authority has announced the names of 260 higher educational institutions which have been approved for participation in the nationwide Civilian Pilot Training Program, under the Act of 1939. It is expected that a total of 300 institutions will be included this year. Included in the institutions already selected are the following 46 junior colleges:

#### *Arizona*

Phoenix Junior College, Phoenix

#### *Arkansas*

Arkansas Polytechnic College, Russellville

Little Rock Junior College, Little Rock

#### *California*

Bakersfield Junior College, Bakersfield

Fullerton Junior College, Fullerton

Glendale Junior College, Glendale

Los Angeles City College, Los Angeles

Pasadena Junior College, Pasadena

Pomona Junior College, Pomona

Sacramento Junior College, Sacramento

San Bernardino Valley Junior College, San Bernardino

San Francisco Junior College, San Francisco

#### *Colorado*

Pueblo Junior College, Pueblo

#### *Florida*

St. Petersburg Junior College, St. Petersburg

#### *Georgia*

Georgia Military Academy, Milledgeville

Junior College of Augusta, Augusta

#### *Idaho*

University of Idaho, Southern Branch, Pocatello

#### *Illinois*

Springfield Junior College, Springfield

#### *Indiana*

Gary Junior College, Gary

#### *Kansas*

Chanute Junior College, Chanute

Coffeyville Junior College, Coffeyville

Kansas City Junior College, Kansas City

formal education beyond the two years

#### *Louisiana*

Northeast Junior College of L.S.U., Monroe

#### *Maryland*

University of Baltimore Junior College, Baltimore

#### *Michigan*

Bay City Junior College, Bay City

#### *Minnesota*

Duluth Junior College, Duluth

#### *Mississippi*

Meridian Junior College, Meridian

#### *Missouri*

Joplin Junior College, Joplin

Kansas City Junior College, Kansas City

St. Joseph Junior College, St. Joseph

#### *Montana*

Billings Polytechnic Institute, Billings

Northern Montana College, Havre

#### *New Jersey*

Bergen Junior College, Teaneck

#### *North Dakota*

Bismarck Junior College, Bismarck

#### *Oklahoma*

Cameron State Agricultural College, Lawton

Oklahoma Military Academy, Claremore

#### *Oregon*

Multnomah College, Portland

*Pennsylvania*

Bucknell Junior College, Wilkes-Barre  
Scranton-Keystone Junior College, La Plume

*Texas*

Amarillo College, Amarillo  
Hardin Junior College, Wichita Falls  
Lamar College, Beaumont  
North Texas Agricultural College, Arlington

*Utah*

Weber College, Ogden

*Virginia*

Norfolk Branch, College of William and Mary, Norfolk

*Washington*

Pacific Lutheran College, Parkland

**BOOK EXHIBITION**

During the five-week periods in the spring, Los Angeles City College presented special exhibitions of books in the Treasure Room of the college library. The first was devoted to a valuable collection of Shakespeariana, the second to the most important contemporary books.

**SPEAKERS FOR FIFTY MEETINGS**

Speakers were supplied for more than fifty meetings of service clubs, women's groups, educational, religious, business, and fraternal organizations by faculty members of the DuBois Undergraduate Center during the past year, according to the annual service report to the Pennsylvania State College issued by Prof. E. W. Zeller, administrative head of the Center.

**MULTNOMAH OFFERINGS**

Multnomah College, Oregon, is offering for the first time this fall two-year courses in accountancy, commerce, and music.

**LOS ANGELES AUDITORIUM**

Construction is under way on the new auditorium for Los Angeles City College, ninth unit of the sixteen-building program of the College. The auditorium will cost approximately \$185,000 and will have a seating capacity of 1200. The entire building program will be completed in 1945, according to present plans. Started in 1936 with the men's gymnasium will be abandoned in favor library, gymnasium annex, and student union building were completed in that order. Following the completion of the auditorium, work will be started on an English building. The present women's gymnasium will be abandoned in favor of a new building near the play field. The administration building will be replaced by a smaller one nearer the center of the campus. The present fine arts and social arts structures will be destroyed, and business, arts, and engineering buildings will be substituted.

**ENGINEERING RECOGNITION**

Eastern New Mexico Junior College has been advised of acceptance as an Associate Institutional Member of the Society for the Promotion of Engineering Education. This organization is one of seven national societies which make up the Engineers' Council for Professional Development. The Council accredits undergraduate engineering curricula of four-year schools, but as yet does not include junior colleges. The by-laws of the Society, however, provide that a junior college shall be considered as eligible for associate institutional membership upon presentation of satisfactory evidence that it gives instruction which is substantially equivalent to the first two years of one or more curricula in engineering accredited by the Engineers' Council for Professional Development.

### SUMMER SCHOOL COURSES

Reports of class enrollments have been received from several university summer sessions at which courses on the junior college were offered. The following have been reported: University of California at Berkeley, General Course, 45; Library Course, 15; University of Chicago, 28; University of Southern California, 25; University of Missouri, 21; New York University, 20; University of California at Los Angeles, 10; Stanford University, General Course, 7; Seminar, 9; University of Colorado, 7.

### LOWER DIVISION ORGANIZATION

The Association of American Colleges is making an extended study of upper division—lower division organization in American universities and colleges. Preliminary studies of 657 institutions show that lower division or junior college forms of organization are found in 220 of these.

### ALUMNI COUNCIL

The annual meeting of the American Alumni Council was held at Swampscott, Massachusetts, June 27 to 30. Many alumni secretaries from colleges joined with those from the colleges and universities in a profitable study of alumni associations and their relations to their institutions.

### PUBLIC RELATIONS PROGRAM

At the dinner meeting of the eighth annual conference of the church-related colleges of the South, held at Asheville, North Carolina, August 15 and 16, President James L. Robb of Tennessee Wesleyan College spoke on "Public Relations Program of the Church College." He pointed out that the college in developing an effective program of interpretation must study its public and continually sell itself to general esteem.

### DR. BURK MADE PRESIDENT

Dr. Joseph E. Burk was elected president of Ward-Belmont recently, following the resignation of A. B. Benedict. Dr. Burk has been a member of the Ward-Belmont organization since 1930 when he became Dean of the Faculty. The new president is a native of Texas, and received his A.B. degree from Southwestern University, Texas, in 1914. He received his master's degree at Southern Methodist University in 1926, and his Ph.D. degree from New York University in 1930, just prior to going to Nashville. Mr. Benedict, for a number of years a member of the Board of Trustees at Vanderbilt University, has recently been appointed treasurer and comptroller of that institution. Dr. Burk has announced that expansion in the audio-visual method of instruction would begin at Ward-Belmont with the opening of the institution for the school year 1939-40. The method, already employed in instruction, will be increased to include the courses in science, economics, English, and history of art.

### PRESIDENT HAGGARD ADVANCES

W. W. Haggard, for the past eleven years president of Joliet Junior College, resigned his Illinois position to become president of Western Washington State Teachers College at Bellingham. Mr. Haggard was president of the American Association of Junior Colleges in 1936-37. Last year he was elected secretary of the North Central Association.

### BRADFORD PRESIDENCY

Dr. Dale Mitchell, since 1931 instructor in English at Bradford Junior College, Massachusetts, has been made acting president of the institution for one year. He takes the place, temporarily, of Dr. Katherine Denworth whose resignation was reported in the September issue of the *Journal*. Dr. Mitchell was

born in Clinton, Michigan. He received his baccalaureate degree and his doctorate at Cornell University. He is the first man in over one hundred years to be connected with the presidency of Bradford, the oldest institution in New England for the higher education of women. For 33 years after its founding as Bradford Academy in 1803, Bradford was coeducational, with the boys' department headed by a preceptor, Benjamin Greenleaf, whose textbooks on mathematics were in wide use for many years. In 1836, when the girls had far outnumbered the students in the boys' department, the latter was discontinued.

#### FRANCES SHIMER PRESIDENT

Albin C. Bro has been selected as new president of Frances Shimer Junior College, Illinois. Mr. Bro goes to his new position from the visual education division of the University of Chicago Press. Prior to his Chicago experience he was on the faculty of Northland College, Wisconsin, and principal of a mission school in China.

#### NEW PUEBLO HEAD

Dr. Charles E. Haines has been elected president of Pueblo Junior College, Colorado, to succeed L. R. Wren.

#### TEXAS PRESIDENCY

J. J. Delaney, President of Schreiner Institute, Kerrville, Texas, and a member of the Executive Committee of the Association, has been elected president of the Association of Texas Colleges for the ensuing year. The annual meeting of this group of junior and senior colleges will be held at Austin, Texas, next April.

#### DEATH OF DR. BROWN

Dr. J. Stanley Brown, founder of Joliet Junior College, the earliest public junior college now in existence, died

September 6 at the age of 76. He was president of Northern Illinois State Teachers College until his retirement in 1927. Dr. Brown was closely associated with President William Rainey Harper, of the University of Chicago, in early development of interest in junior colleges in the North Central area. Dr. Brown organized junior college work at Joliet in 1902, with an initial enrollment of five or six students. Last year the enrollment reported was 329 with a staff of 26 members.

#### DEATH OF MR. HENDERSON

J. T. Henderson, president of Oberlin School of Commerce, died August 5. His place has been taken by J. H. Kutscher, formerly secretary of the school.

#### WILLIAMSPORT OPENS

Williamsport Dickinson Junior College, Pennsylvania, opened its ninety-second year with another increase in its student body. Dr. Joseph B. James of Gainesville, Florida, was appointed head of the history and political science department, and Rev. Herbert P. Beam, pastor of Mulberry Methodist Church, has been selected to fill the chair of Bible left vacant by the election of Professor B. C. Harrington as president of Cazenovia Seminary. Dr. Lester K. Ade, President of Mansfield State Teachers' College, former Pennsylvania state Superintendent of Public Instruction, preached the Matriculation sermon September 24 on the subject, "Education for Character."

#### KEMPER BUILDING

A new \$50,000 academic building has been constructed on the campus of Kemper Junior College, Missouri, during the summer. Housed in the new building are two auxiliary libraries containing books in the fields of English and the social studies. There are also class-

rooms for instruction in mechanical drawing, commercial work, and other courses.

#### CONNECTICUT COLLEGES

The equivalent of two branch junior colleges are announced by the University of Connecticut. Full freshman work is being offered this year in two centers, New Haven and Hartford. Classroom space will be provided by the local public school systems. The university will pay for heat, light and janitors' service. Instruction will be given by members of the university staff, and the university will meet the expenses of administration. Students' fees are expected to pay all extra costs involved in the new plan. In addition to the regular freshman courses, the university is offering a college program in general education, designed to meet the needs of high-school graduates who do not fulfill the requirements of the usual freshman courses. After two years this will lead to the degree of associate in arts.

#### CHEVY CHASE BUILDING

For the first time Chevy Chase Junior College, Washington, D. C., will have its own practice house for classes in the home economics department this year. A large 12-room residence adjoining the campus was purchased during the summer and is being fitted and decorated for all home science work.

#### SHALL I GO TO COLLEGE?

The *Eagle Grove Eagle*, of August 17, the daily paper published at Eagle Grove, Iowa, contained a full-page display of the above caption and of answers to it, written both from the student's viewpoint and from the parent's viewpoint. Many reasons for attendance at the local junior college are given, as well as information concerning requirements for admission and junior college standards.

#### COL. HITCH'S TRIP TO EUROPE

Col. A. M. Hitch, of Kemper Military School, Missouri, and former president of the American Association of Junior Colleges, made an air trip to Europe and return in record time in August. Leaving New York August 5, he returned August 16 after flying 12,000 miles and visiting England, Spain, France, Italy, and Sicily. He first crossed by the northern route, returning via Lisbon and the Azores.

#### PIPE ORGAN SECURED

An excellent pipe organ was installed in the Mars Hill College church, North Carolina, the past summer. The instrument, a two-manual Moeller, containing more than 500 pipes besides chimes, adds much to the dignity and effectiveness of the worship service and is a source of delight to music lovers in the community.

#### MECHANICAL SCIENCE

New London Junior College, Connecticut, has inaugurated this fall a semi-professional curriculum in mechanical science. An advisory committee of the American Society of Mechanical Engineers has formulated the curriculum, designed the shop, selected the equipment and recommended the engineering faculty. The committee and the college administration have had the benefit of specialized educational counsel. The College believes that a two-year junior college course is adequate preparation for such semi-professional positions as designer, checker, draftsman, shop superintendent, squad foreman, test engineer, field man, or engineering clerk.

#### TEN IMPORTANT YEARS

"Ten Important Years" was the subject of the Commencement address of Dr. John W. Long, president of Williamsport Dickinson Seminary, at the



annual graduation exercises in June. It was a historical resume of the most important events in the history of the institution since it was founded in 1812 as Williamsburg Academy. Ten years ago, under the leadership of Dr. Long, it became a junior college. Dr. Long is the eighth president of the Seminary. During the ten years 1425 students have entered the junior college. Of this number at least 326 have entered 80 or more colleges or universities in all parts of the country.

#### MONTANA JUNIOR COLLEGE

The first county junior college to be organized under the recent junior college law authorizing public junior colleges in Montana has been organized at Miles City, with G. H. Gloege as dean. The new institution is known as Custer County Junior College. The vote in favor of establishment of the junior college was in the ratio of three and a half to one. The new institution has already been accredited by the Montana State Board of Education.

#### ACTIVITIES AT PACKER

A new approach to the whole subject of extra-curricular activity of students is being made this semester at Packer Collegiate Institute, Brooklyn. Through the functioning of a newly named and active committee of faculty and students, it is hoped to encourage and extend activities in general. At four successive chapel exercises at the beginning of the year four types of student activities were presented, athletics, dramatics, journalism, and social service work. Students were asked to sign activity cards indicating fields in which they were interested. Girls attempting to enter too many fields will be checked and those without active interests will be encouraged to find fields in which to develop their natural aptitudes. The committee will accom-

plish this phase of its work by personal interview. This process will be repeated each semester in an attempt to apply a scientific approach to supervision of extra-curricular work of Packer students and to determine which activities are most worthwhile from the student point of view. The present set-up and inquiry into the whole question are results of a survey among Packer students during the past school year. In answer to questionnaires, the students approved the plan to coordinate activities through the functioning of the newly appointed committee.

#### WILLIAMSPORT HOMECOMING

Williamsport Dickinson Seminary, Pennsylvania, is planning for an alumni homecoming October 13 and 14. Special features planned include an educational conference and the dedication of the new Clarke Chapel and Dining Hall which has been completed during the summer months.

#### ENDICOTT JUNIOR COLLEGE

According to a recent article in the *Boston Transcript* a new junior college of liberal and vocational arts for young women, to be called Endicott, has been opened at Prides Crossing, Massachusetts, this fall, with George O. Bierkoe of New York as president.

Incorporated in Massachusetts as a non-profit educational institution, Endicott will offer two-year courses for high school graduates, emphasizing liberal arts and including among the vocational courses photography, secretarial science, merchandising, home economics, clothing, and social service. Features of the program will be active student participation in local community activities and four weeks' vocational experience off campus each year.

The property, formerly occupied by a preparatory school for girls, is situ-

ated on the main highway between Beverly and Gloucester. It consists of a large Tudor style dormitory and administration building, a faculty house, a classroom building and gymnasium, and 40 acres of park-like campus, including tennis courts, skating pond, bridle paths, and private beach and pier.

President Bierkoe for the past 11 years has held a pastorate on Long Island. A graduate of Muhlenberg College, Allentown, Pennsylvania, he took his B.D. degree from Mt. Airy Theological Seminary, Philadelphia, and his master's degree from New York University. He has also attended Boston University, Harvard University and Teachers College, Columbia University.

Appointed dean of the new college is Eleanor Tupper, Ph.D., who has served as academic dean of Stoneleigh College, New Hampshire, academic head of Emma Willard School, New York, and administrative assistant of the Lay Council, Teachers College, Columbia University.

Endicott was named for Governor John Endicott, often called the "Father of Massachusetts," who in 1628 founded the first permanent town in Massachusetts at Naumkeag, later Salem, which, at that time, included Beverly and Prides Crossing.

#### WHAT PARENTS WANT

A ten day faculty conference invariably precedes the opening of classes at Stephens College, Missouri. This is organized to initiate new faculty and staff into procedures and the "feel of the campus," and to work out with returning faculty new aims and techniques. This year the faculty conference had a new feature. A representative group of eight parents of Stephens College students attended the conference as the special guests of President Wood. This

group on one day made up a panel for discussion of "What I Want Stephens to do for My Daughter."

#### CALIFORNIA APPORTIONMENT

Announcement has been made by the California State Department of Education of an apportionment of \$2,587,120 for 1939-40 toward the support of the seventeen district junior colleges in the state. The basis of the apportionment is \$90 per student in average daily attendance for the preceding year, in addition to an allotment of \$2,000 per institution. The average daily enrollment reported for 1938-39 was 28,368.

#### DISCONTINUE ACADEMY

Beginning this fall the Academy as a unit of Mars Hill College, North Carolina, has been discontinued. Provision has been made, however, for a limited number of students to make up certain deficiencies with which they may enter. For the past several years the academy classes have been small, and all the equipment is now required for the needs of the college classes.

#### HORTICULTURE COURSE

That the proposed course in horticulture, the Science and Practice of Gardening, now being developed at San Francisco Junior College, shall best meet preemployment training requirements of industry, each step in planning the present curriculum has been weighed and discussed with leaders in the various branches of the field. To such end, twenty-five landscape architects, nurserymen, gardeners, florists, and other specialists in scientific and practical fields met with college heads last spring to discuss in detail the two-year program now mapped out in this recently launched vocational division.

#### HILLYER COOPERATIVE PLAN

An opportunity for at least 100 qualified students, both young men and young women, to have two years of college and to earn their own way, under the so-called Antioch plan, has been developed by Hillyer Junior College, at Hartford, Connecticut. For these 100 students there will be 50 jobs in Hartford business houses and industrial plants. The students will alternate on each job, one working for five weeks while the other is attending classes. At the end of each five-week period 50 will return to college and 50 will go to the jobs. Hillyer Junior College, which this fall will offer day courses for the first time, will continue to be co-educational, except for engineering courses.

#### TERMINAL COURSES ADDED

The Board of Trustees of the Arkansas A. & M. College, at Magnolia, has voted to add to the regular curriculum terminal courses in agriculture, business, and construction work.

#### INTERNATIONAL COMMISSION

Under the provisions of the Inter-American Covenant of Conciliation, President Roy T. Davis, of National Park College, Maryland, has been appointed by the Government of Guatemala as a member of the Permanent Commission of Investigation and Conciliation, which will arbitrate any controversy that may develop between the Government of Guatemala and any other government signatory to the treaty. Because of his experience in the American diplomatic service in Latin America, President Davis is regarded as an expert in Latin American affairs. In 1928 he served as Mediator in the boundary controversy between Guatemala and Honduras, and from 1921 to 1933 he served as American Minister to Guatemala, Costa Rica and Panama.

#### MRS. ROHDE APPOINTED

Ruth Bryan Owen Rohde, formerly United States minister to Denmark, is a newly appointed member of the faculty at Monticello College, Illinois.

#### SNYDER LECTURE

"Neutrality in Social Education: An Aspect of the Educator's Work of Make-Believe" was the subject of the fifth annual Snyder lecture given by Dr. Harold C. Hand of Stanford University at Los Angeles City College, April 18. The lectureship has been established in honor of Dr. William H. Snyder, first director of the College.

#### NEW JERSEY RECOGNITION

Dean Edward G. Schlaefer, of Monmouth Junior College, New Jersey, writes: "It will interest you to know that Monmouth Junior College has just been allotted \$5,000 by the Monmouth County Board of Freeholders. Previous allotments were very small. This should set a good pace for public support of junior colleges in this state."

#### TRANSFERS AT CHICAGO

The University of Chicago reports that 37 per cent of its undergraduate students are admitted as transfers after attending a junior college.

#### COMMUNITY LIFE

"Community Life" is the title of a social science course being offered this year by the newly organized New London Junior College, Connecticut. It is a survey course involving a consideration of group relationships, culture, social processes and social institutions, social anthropology and social psychology, political principles and governmental institutions, economic institutions, and social ethics. The local community or the community from which the student has come is used as a laboratory in which this knowledge is applied.

## *From the Secretary's Desk*

### **THE EMERGENCY**

As is already well known to all of our readers, the President of the United States has proclaimed a state of limited emergency as a result of recent developments in Europe. This emergency, limited even though it is at the present time, affects education in many ways and may have far more serious consequences in the next few months.

What are the responsibilities of the junior colleges and the other educational institutions of the country? What action, if any, should be taken by the American Association of Junior Colleges, and by other national educational associations? The organization best fitted to answer these questions is the American Council on Education with its widely representative 32 constituent members and more than 400 institutional members. It will be recalled that the Council was organized in 1918, upon the entrance of the United States into World War I, primarily to facilitate coordination and cooperation of the higher educational institutions of the country in meeting the national emergency of that period.

The American Council on Education, of which the American Association of Junior Colleges is a constituent member, has recently held two conferences of representatives of the constituent membership to consider its possible

obligations and opportunities for service to the educational forces of the country in the present situation. At these meetings discussion has centered about questions of whether the Council or its constituent members should undertake any responsibility along one or more of the following lines: (1) Emphasis on a study of the conditions surrounding neutrality and legislation for possible change of conditions of neutrality; (2) an analysis of the European background and causes of the present conflict; (3) an analysis of propaganda methods and results; (4) a study of American national defense in its broadest aspects, both military and non-military, particularly with reference to the education, health, and unemployment of youth; (5) development of American responsibility for international understanding and for assistance in world reconstruction at the close of the present conflict; (6) preservation and development of cultural relations with both neutral and belligerent powers, with international cooperation as far as circumstances may permit; (7) preservation of academic freedom in the college classrooms of the country; (8) a study of the mistakes made in connection with the part played by educational institutions in the World War twenty years ago; (9) emphasis on the democratic process in determination of the policy of the country with reference to the pres-



ent world conflict; and (10) development of plans for more effective use of the educational resources of the country in case it should be inevitably drawn into war.

Should syllabi or outlines or courses of study be developed along any of these lines? Or should committees be organized to study some of these questions and to make appropriate recommendations? Should specific offers of cooperation be made to any agencies of the Federal Government? No definite decisions have been reached yet concerning the desirability of the Council or any of its constituent bodies undertaking active steps along any of these lines. Most serious consideration, however, is being given to the development of constructive policies on the part of the American Council and of its constituent organizations.

Junior college administrators are invited to express their judgments concerning these and related problems that affect their institutions in the present emergency and especially to indicate any phases of constructive leadership which in their judgments can and should be undertaken by their national organization, either separately or in conjunction with the American Council.

Walter Crosby Eells  
Executive Secretary

#### POLICY COMMITTEE

Terminal education, both of the general type and of the semiprofessional type, is the most important and immediate problem in the junior college field worthy of nation-wide investigation. This is the considered judgment of the

special Committee on Policy, appointed by the American Association of Junior Colleges, which completed a two-day session at Atlantic City the first week of September.

Membership of the Committee, representative of junior college interests in all parts of the country, consisted of Dr. Doak S. Campbell, Peabody College, Nashville, Tennessee, Chairman; J. E. Burk, Ward-Belmont Junior College, Nashville, Tennessee; Guy M. Winslow, Lasell Junior College, Auburndale, Massachusetts; Byron S. Hollinshead, Scranton-Keystone Junior College, La Plume, Pennsylvania; George F. Zook, American Council on Education, Washington, D. C.; J. C. Wright, U. S. Office of Education, Washington, D. C.; Walter C. Eells, American Association of Junior Colleges, Washington, D. C.; Leonard V. Koos, University of Chicago, Chicago, Illinois; Leland L. Medsker, Chicago Junior Colleges; David L. Soltau, Lower Columbia Junior College, Longview, Washington; Aubrey A. Douglass, State Department of Education, Sacramento, California; Rosco C. Ingalls, Los Angeles City College, California.

Dr. Campbell was selected as chairman of the committee and Dr. Eells as secretary. An Executive Committee of three members was chosen composed of Dr. Ingalls, as chairman, with Dr. Campbell and President Hollinshead as the other members.

Eleven major fields for desirable study and research were defined and discussed. In an informal vote which was taken of first, second, and third choices, each of these fields received at least one vote. The overwhelming preponderance of judgment, however, on the part of the Committee was in favor of a study of terminal education, this area receiving nine out of eleven first place votes. Second in order of preference was the

field of adult education in the junior college, and third was guidance and personnel procedures.

More than 150,000 students are now enrolled in 550 junior colleges in 44 states. It is probable that over two-thirds of these will not continue their formal education beyond the two years of the junior college. The problem of furnishing the most suitable type of education, designed to secure both economic and social competence for such students, is one of national significance. The Committee on Policy laid out plans for a four-year study in this field. Funds to support such a study will be sought from sources particularly interested in this type of investigation.

#### ANNUAL MEETING

Preliminary plans are already well advanced for the program of the twentieth annual meeting of the Association which will be held at Columbia, Missouri, February 29 and March 1 and 2. Prominent place will be accorded the commemoration of the organization of the Association at St. Louis, twenty years ago. Dr. George F. Zook, president of the American Council on Education, has agreed to give the principal address at the dinner session. Dr. Zook, then specialist in higher education in the United States Bureau of Education, called the first junior college conference at St. Louis in 1920 which resulted in the organization of the Association.

On Thursday evening a special entertainment will be provided along musical and dramatic lines by students of several of the junior colleges of Missouri. Tentative plans have been made for discussion of a number of topics of special interest to the junior college leaders of the country. Names of speakers will be ready for announcement in the near future. A letter concerning travel arrangements, hotel accommoda-

tions, and similar matters will be sent to all members of the Association a little later. President James C. Miller, of Christian College, is chairman of the local committee on arrangements.

#### ANNUAL MEETING POLICY

An advisory ballot on time and place of the annual meeting of the Association was authorized at the Grand Rapids meeting last year. Such a ballot, containing seven possible alternatives and requests for first and second choices, was sent to all member institutions in the spring. Replies were received from 160 members. Following is a summary of the votes on each proposal.

	First choice	Second choice	Total
A. In same city as Association of School Administrators, on the Thursday, Friday, and Saturday <i>preceding</i> their meeting .....	18	12	30
B. In a city within four or five hours' ride of the city in which the A.A.S.A. meets, on the Thursday, Friday, and Saturday <i>preceding</i> their meeting.....	6	6	12
C. In the same city as the A.A.S.A. on Monday, Tuesday, and Wednesday .....	7	9	16
D. In the same city as the A.A.S.A. on the Thursday, Friday, and Saturday <i>following</i> their meeting .....	36	17	53
E. In a city within four or five hours' ride of the city in which the A.A.S.A. meets on the Thursday, Friday, and Saturday <i>following</i> their meeting (Present system) .....	34	29	63
F. In the same city and at the same time as the Association of American Colleges, late in January, with possibility of one or two joint sessions.....	56	21	77
G. Any other time or place. (Indicate) ....	3	2	5

Below are given extracts from significant comments that were made by a few of the members. These are followed by an analysis of this advisory vote from various points of view.

At least one meeting in three should be on the Pacific Coast, in view of proportion of enrollments and junior colleges on the Pacific Coast. Finances prevent most of us going East.—California, Public.

The redeeming feature of our meeting is its smallness, its freedom from interference, and its being conducted wholly within the hotel. My vote is to follow present plan.—Texas, Public.

I feel that the worst decision that could be made would be for "F" to be passed, as this would be shaping our organization in entirely the wrong direction.—Mississippi, Public.

F has possibilities for the junior colleges and should have some for the Association of American Colleges.—Minnesota, Public.

It is my opinion that if we hold the meeting in the same city with the A.A.S.A., we will be over-shadowed. I believe also that our Association is attracting enough attention and is important enough to meet in a city by itself and independently of any other association.—Illinois, Public.

I think after trying "F" for one or two years we will be in a better position to adopt a permanent policy.—Arkansas, Public.

Meet in rotation in the same city as regional accrediting agencies.—Kentucky, Private.

We are so far away from the center of population that it is hard for us to attend a meeting unless it is held rather far South. I realize that this is inconvenient for other sections, but if the meetings could be rotated some of us could attend them more frequently.—Florida, Private.

My judgment is "F" plan would be splendid for a year or two.—Virginia, Private.

Not too far West!—North Carolina, Private.

I believe the Junior College convention is of such importance that it should not be eclipsed by the A.A.S.A.—New Jersey, Private.

I believe there would be too many distractions were the meeting to be held in the same city.—Missouri, Private.

Every third year would be a good idea for "F".—Illinois, Private.

It seems to me that this whole business should be left in the hands of the Secretary and Executive Committee. Situations vary annually.—West Virginia, Private.

#### An Analysis of the Advisory Ballot

1. Votes were received from more than half of the active membership—160 of 294 active members.

2. First choices were made by 160 voters, but only 96 also made second choices. The analysis below is made on basis of the sum of first and second choice votes. The general conclusions would be much the same if first choice votes only were considered.

3. The membership differs widely and in some cases emphatically (see sample quoted comments), each of the six possibilities receiving some votes.

4. The largest number of votes was for alternative "F," a meeting in conjunction with the Association of American Colleges. As a practical matter the Executive Committee felt it was doubtful whether this could be or should be arranged for 1940, since the meeting of the Association of American Colleges was already set for the middle of January in Philadelphia. Since the junior college meeting was at Philadelphia last year it was doubtful whether we should think of going there again next year. Furthermore, they felt more time should be allowed for negotiations with the officers of the Association of American Colleges to be sure that the plan would be mutually agreeable and that suitable joint sessions could be arranged. It would seem wise that the Executive Secretary should be authorized to undertake preliminary negotiations looking toward the possibility of such a meeting in 1941.

5. Time of meeting. The first five alternatives may be summarized thus as to time of meeting, assuming it is to be held in conjunction with the meetings of the A. A. S. A. as for the past several years:

- |                                      |     |
|--------------------------------------|-----|
| a. Before the meeting of A. A. S. A. |     |
| (A & B) .....                        | 42  |
| b. During the meeting of the A. A.   |     |
| S. A. (C) .....                      | 16  |
| c. After the meeting of the A. A. S. |     |
| A. (D & E) .....                     | 116 |

The vote is overwhelmingly in favor of a meeting on Thursday, Friday, and Saturday following the A. A. S. A.—similar to the Grand Rapids time.

6. *Place of meeting.* The first five alternatives may also be summarized as to place of meeting, as follows:

- a. In same city with A. A. S. A. .... 99
- b. In different city from A. A. S. A. 75

The vote on this question is not nearly so decisive, although the majority favor the same city. There are certain very practical difficulties, however. The chief one is the matter of hotel accommodations. Since the A. A. S. A. does not adjourn until Thursday afternoon, hotel accommodations would be difficult to secure for Thursday morning. If this plan were adopted it might be necessary to defer opening until Thursday afternoon or Thursday evening. If in the same city, no commercial exhibits as at Grand Rapids would be possible, but would be merged with the larger exhibit of the A. A. S. A.

7. In view of the total vote as analyzed above, and of the supplementary statements and letters accompanying many of the votes, the following two possible rotational schedules are suggested for consideration at a future meeting of the Executive Committee or of the Association:

I. Three-year rotation:

- a. In conjunction with American Association of School Administrators, in nearby city
- b. In conjunction with Association of American Colleges, in same city
- c. Independently, on the Pacific Coast

II. Four-year rotation:

- a. In conjunction with A. A. S. A., in nearby city
- b. In conjunction with A. A. C., in same city

- c. In conjunction with A. A. S. A., in nearby city

- d. Independently, on the Pacific Coast

Further correspondence concerning this important matter of time and place of the annual meeting of the Association is invited.

### "AMERICAN JUNIOR COLLEGES"

The first of September Mrs. Barbara Cochran joined the staff of the Association's Washington office as editorial assistant. She will have chief responsibility for collecting the material and editing it for publication for the new volume *American Junior Colleges*, the extensive directory and reference book to be published jointly by the American Council on Education and the American Association of Junior Colleges in the spring of 1940. This will be a volume of several hundred pages which will be sent without charge to each member of the Association. It will contain full information concerning between 400 and 500 accredited junior colleges in the United States. An extensive question blank will be sent to accredited junior colleges early in October. It is hoped that this will be filled out carefully and returned promptly in order to facilitate preparation of the manuscript on time. Before coming to Washington, Mrs. Cochran was secretary of the Language Arts Investigation at Stanford University.

### SECRETARY'S ACTIVITIES

Outside activities of the Executive Secretary during the month of September included attendance at the meeting of the Association's Policy Committee at Atlantic City, September 1 and 2; a conference with a citizens committee of the city of Baltimore interested in the establishment of a publicly controlled junior college, September 20; and de-



livering the convocation address at Averett College, Danville, Virginia, September 21.

#### GROUP SUBSCRIPTIONS

The *Junior College Journal* is published nine times a year, from September to June. The individual subscription price is \$3.00 per year. Group subscriptions, however, will be received at half price, \$1.50 per year for each individual included in the group, subject to the following conditions:

1. The institution must be a member of the American Association of Junior Colleges.

2. In junior colleges with 20 staff members, or less, at least half of the staff members shall subscribe.

3. In junior colleges with more than 20 staff members, at least ten staff members shall subscribe.

4. Payment is to be made in a single check to be sent directly to the American Association of Junior Colleges.

5. All copies of the *Journal* for each month will be sent in one package to a single address, to be distributed locally.

Many junior colleges last year did not know of this new plan of group subscriptions at the beginning of the year. It is hoped that a large number of them will avail themselves of the opportunity now. A limited number of group subscriptions beginning with the September issue can still be filled, otherwise they will begin with the October or November issues. A letter concerning the matter has been sent to all member institutions. The first one to reply had a staff of 18 members and sent a group subscription for 15 copies of the *Journal*.

#### RADIO PLAYS

Information has been received that two of the radio plays available from the Washington office were presented by students of Anderson College, South

Carolina, during the summer, over station WAIM. "Curtain Lecture a la Mode" was given July 22, "So You Want to Go to College?" on August 3.

#### COOPERATIVE STUDY

During the last week in September circulars describing the six major publications of the Cooperative Study of Secondary School Standards have been sent to the presidents and librarians of each of the junior colleges in the country. It is hoped that many junior colleges will find it helpful and stimulating to secure and use these publications which have been developed through extensive study, experiment, and revision during the past six years.

#### ACCREDITATION STATEMENT

Institutions which are members of the American Association of Junior Colleges can with entire propriety state this fact in their catalogs and other institutional literature. They should not state, however, that they are "accredited" by the Association, since the Association does not act as an accrediting agency. Instead it accepts accreditation by a recognized regional or state agency or the equivalent as a prerequisite for active membership in the Association.

#### BACK NUMBERS OF THE JOURNAL

The Washington office has a limited supply of most of the back numbers of the *Journal*. These will become increasingly rare but valuable for library reference as the years go by. It is suggested that librarians who do not have complete files for their libraries investigate the possibility of securing missing numbers or volumes. The Executive Committee of the Association has authorized sale of these at a special discount to institutions which are new members of the Association.

## Judging the New Books

NORMA V. SCHEIDEMANN, *Lecture Demonstrations for General Psychology*. University of Chicago Press, Chicago, 1939. 241 pages.

Demonstration is a familiar method of college teaching in many of the science fields. It is quite popular in the teaching of general psychology but its wider use has been hampered by the lack of a convenient handbook of suitable demonstrations. This limitation is admirably removed by this manual which organizes, adapts, and condenses various reported investigations into simple and concrete demonstrations that may be performed in connection with lectures in general psychology. Each demonstration is based upon and follows very closely the experimental work of a recognized teacher of psychology. For each of sixty demonstrations the purpose, the material required, the steps of procedure, and the points of interest to the class are stated definitely. Following each demonstration are summary comments. No special apparatus or equipment is required for the demonstrations. Junior college instructors will find it an exceedingly valuable source of material to add concreteness and interest to an introductory course in psychology.

DWIGHT E. MITCHELL, *Journalism and Life*. Little, Brown & Co., Boston, 1939. 478 pages.

How can we train junior college and high school students to become objective and intelligent in their use of journalistic products—news, editorials, advertising, and feature material? This is the primary question dealt with in this helpful book. It covers the field not only of the school newspaper but also of the annual and the magazine. The

dominant viewpoint throughout is that all of us are consumers of newspapers, magazines, and books, and that it is the responsibility of the school to help us to make discriminating and thoughtful use of them to meet our needs. The book succeeds to an unusual degree in synthesizing the two important functions of journalism—consumption and production.

EDITH R. MIRRIELES, *The Story Writer*. Little, Brown & Co., Boston, 1939. 295 pages.

"Writing is necessarily a lonely business. Only by repeated, unaided struggles to shape his material to his own purpose does a beginner grow into a writer. There are some helps toward general improvement which can be given. There are many specific helps in the work of revision. But help in the initial conception of a story there is none. That is the writer's own affair." Thus does the author of this helpful volume characterize the work of a story writer. Aids to the young story writer are suggested under such chapter headings as the following: substance of the story, time, points of observation, repetition, implication, characterization, dialogue, words, and placing a story. Each chapter is preceded by a short list of carefully selected stories of recent publication which are illustrative of the topic to be discussed.

EUGENE C. WITTICK, *The Development of Power*. University of Chicago Press, Chicago, 1939. 164 pages.

The need for the enrichment of the curriculum in the laboratory schools connected with the University of Chicago has led to the appearance of this book in the field of the industrial arts.

The book describes in some detail, though with a minimum of technical terms, the several kinds of power now in use, the machines developed for generating or using power, and the methods and machines for transmitting power. Wind power, water power, steam power, internal-combustion power, and electrical power are the forms treated. In addition to its value as a textbook it has important implications as source material for the social sciences.

### NEW PUBLICATIONS RECEIVED

WALTER J. GREENLEAF, *Economic Status of College Alumni*. U. S. Office of Education, Bulletin, 1937, No. 10. Washington, D. C., 1939. 207 pages.

WELFORD BEATON, *A Plea and a Play*. Hollywood Spectator, Hollywood, California, 1939. 92 pages.

TREVOR ARNETT, *Trends in Tuition Fees in State and Endowed Colleges and Universities in the United States from 1928-29 through 1936-37*. General Education Board, New York, 1939. 113 pages.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. *Thirty-Third Annual Report*, 522 Fifth Avenue, New York, 1938. 239 pages.

RYLLIS A. GOSLIN, *Changing Governments Amid New Social Problems*. Foreign Policy Association, New York, 1939. 64 pages.

DELIA GOETZ and VARIAN FRY, *The Good Neighbors: The Story of the Two Americas*. Foreign Policy Association, New York, 1939. 96 pages.

THOMAS BROCKWAY, *Battles without Bullets: The Story of Economic Warfare*. Foreign Policy Association, New York, 1939. 96 pages.

CARL A. JESSEN, *Offerings and Registrations in High School Subjects, 1933-34*. U. S. Office of Education, Bulletin No. 6, 1938. 96 pages.

FRED J. KELLY and ELLA B. RATCLIFFE, *College Projects for Aiding Students*. U. S. Office of Education, Bulletin No. 9, 1938. 69 pages.

NATIONAL OCCUPATIONAL CONFERENCE, *An Appraisal and Abstract of Available Literature on the Occupation of the Pattern-maker*, New York, 1938, 8 pages. Similar booklets for the Welder, Blacksmith, Boiler-maker, Building Contractor, Plasterer, Nurse, Dental Mechanic, Carpenter, Cabinet Maker, Stenographic Worker, and Musician.

AMERICAN COUNCIL ON EDUCATION (Financial Advisory Service), *Endowment, Income, and Investments, 1926-1937*. Washington, D. C., November 1938. 18 pages.

AMERICAN COUNCIL ON EDUCATION, *Living and Learning*. Washington, D. C., September 1938. 90 pages.

ROBERT B. WEAVER, *The Struggle Over Slavery*. University of Chicago Press, Chicago, Illinois, 1938. 84 pages.

TOM P. CROSS, *Bibliographical Guide to English Studies*, University of Chicago Press, Chicago, Illinois, 1938. 123 pages.

H. A. IMUS, J. W. M. ROTHNEY, and R. M. BEAR, *An Evaluation of Visual Factors in Reading*. Dartmouth College, Hanover, New Hampshire, 1938, 144 pages.

A. C. EURICH and C. ROBERT PACE, *A Follow-Up Study of Minnesota Graduates from 1928 to 1936*. University of Minnesota, Minneapolis, Minnesota, 1938. 41 pages.

CARL E. SEASHORE, *A Preview to College and Life*. (University of Iowa Studies, No. 55). University of Iowa Press, Iowa City, Iowa, 1938. 78 pages.

CLARA MENDER, *The Significance of Vocational Choices of School Children and College Students*. Privately printed, New York City, 1932. 177 pages.

— JCY —

Today we find no battle line drawn between those who advocate the preparatory function of the junior college and those who support the terminal function. Both functions are quite generally recognized as legitimate fields for junior college effort. The fight centers rather on the direction this terminal function will take. Shall the work be of a general nature so that pupils may more readily transfer from one occupation to another. or shall it be quite specific? Is there a compromise position that can be established by recognizing and preparing for families of occupations or should junior college education be even more specific, a preparation for a particular occupation?—L. E. PLUMMER, Superintendent of Fullerton Junior College, California.

## Bibliography on Junior Colleges \*

3549. EELLS, WALTER C., "Junior College: Problems of Requiring Research," *Loyola Educational Digest*, No. 2980 (January 1939).

Reprint of article by same author under title "Needed Junior College Research," in *Junior College Journal*, 9:91-93 (November 1938).

3550. EELLS, WALTER C., "Status of the Junior College in the United States, 1938-39," *School and Society*, 49:158-60 (February 4, 1939).

Based upon the data in the "Junior College Directory, 1939," as published in the January *Junior College Journal*.

3551. EELLS, WALTER C., "Junior Colleges: 1938-39 Data on," *Loyola Educational Digest*, No. 3018 (March 1939).

Reproduction of junior college statistics on enrollment by states and size of institution from the author's article in *School and Society*, 49:158-60 (February 4, 1939).

3552. EELLS, WALTER C., "The American Association of Junior Colleges," *School and Society*, 49:425-27 (April 1, 1939).

An account of the nineteenth annual meeting of the Association at Grand Rapids, Michigan.

3553. EELLS, WALTER C., "Status of the Junior College in the United States, 1938-39," *Journal of the American Association of Collegiate Registrars*, 14:354 (April 1939).

Abstract of article by same author in *School and Society*, 49:158-60 (February 3, 1939). See No. 3550.

3554. EELLS, WALTER C., "Implications of the Junior College Movement,"

*High School Journal*, 22:137-44 (April 1939).

A discussion of the implications of the junior college movement with special reference to the southern states.

3555. EELLS, WALTER C., "Status of the Junior College in the United States, 1937-38," *American Youth Commission Bulletin*, 2:3 (May 1938).

Abstract of article by same author in *School and Society*, 47:158-60 (January 29, 1938). See No. 3297.

3556. ELIASSEN, R. H., "Survey of 'New' College Plans," *Journal of Higher Education*, 10:256-62 (May 1939).

Includes short discussions of plans at Pasadena and Stephens junior colleges.

3557. GALLOWAY, LEE, "Trends in Business Curriculum Making," *Eastern Commercial Teachers Association Second Yearbook*, New York (1929), pp. 21-47.

Includes brief discussion of place of junior college in educational reorganization (pp. 40-41).

3558. GIESEL, F. W., *A Study of Junior Colleges in the United States*, Chicago (1920), 42 pages.

Unpublished Master's thesis at the University of Chicago.

3559. GOOD, C. V., "Comprehensive Examinations in Chicago," *Journal of Educational Research*, 30:308 (December 1936).

An analysis of the use of comprehensive examinations in the Chicago City Junior Colleges.

3560. GREENLEAF, W., "Junior Colleges," *New York Times Educational Supplement*, No. 1124:409 (November 14, 1936).

Summary of certain phases of the author's *Junior Colleges*. See No. 3062.

3561. GRISE, F. C., "The Next Fifty Years in the American College of Liberal Arts," *Education Abstracts*, 4: 113-14 (April 1939).

\* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.



Abstract of article by R. L. Kelly with same title, *Bulletin of the Association of American Colleges*, 24:407-22 (December 1938). See No. 3466.

3562. GRUENBERG, BENJAMIN C., "What Youth Wants and What It Gets from School," *School and Society*, 49:220-24 (February 18, 1939).

Discussion of sex education in a paper presented before American Association for Advancement of Science. Quotes a group of questions from "young women in a junior college in a prosperous western city."

3563. HAMILTON, C. G., "Synodical College Closes," *Christian Century*, 56: 526 (April 19, 1939).

Announcement of closing of Mississippi Synodical College and caustic comments on the state junior colleges in Mississippi.

3564. HARBESON, JOHN W., "Planning Better Plants for Upper Secondary Schools," *American School Board Journal*, 96:64-65, 108 (January 1938).

Discusses classrooms, science laboratories, visual education facilities, library, administrative offices, study laboratories, and student activity facilities.

3565. HARBESON, JOHN W., "College and Community," *Sierra Educational News*, 34:23-25 (June 1938).

Discussion of community responsibility of the junior colleges and of adult education programs, particularly as exemplified at Pasadena Junior College, California.

3566. HARBESON, JOHN W., "Can Junior Colleges Meet Youth's Needs?" *Education Digest*, 4:43-45 (February 1939).

Abstract of article by same author in *Junior College Journal*, 9:169-74 (January 1939).

3567. HAYDEN, S. M., and SMEDLEY, R. C., "Toastmaster International," *Western Speech*, 3:15-17 (March 1939).

An account of the organization and methods of this international speech organization. Mr. Hayden is head of the speech department at Santa Monica Junior College and director of the Educational Bureau of Toastmasters International.

3568. HILL, CLYDE M., "Youth Demands New Junior Colleges," *Journal of the American Association of Col-*

*legiate Registrars*, 14:214 (January 1939).

Abstract of article by same author in *North Central Association Quarterly*, 12:237-46 (October 1938). See No. 3393.

3569. HOLLINSHEAD, BYRON S., "The Junior College Moves Ahead," *Harp-er's Magazine*, 177: front advertising section (August 1938).

Brief summary of principal reasons for recent rapid development of the junior college movement.

3570. HOLLINSHEAD, BYRON S., "How One Junior College Serves Its Community," *Bulletin of the Department of Secondary School Principals*, 23: 148-52 (March 1939).

A description of the way Scranton-Key-stone Junior College, Pennsylvania, is attempting to meet the needs of its community.

3571. HOSLER, FRED W., "Schooling Workers on the Job," *School Execu-tive*, 58:10-12, 14 (June 1939).

Description of the apprenticeship program in the Canal Zone Junior College.

3572. HUTCHINS, R. M., "The Confusion in Higher Education," *Harpers Mag-azine*, 173:449-58 (October 1936).

Based upon same author's *The Higher Learning in America*. See No. 3139. Regarding the junior college he states that "the aims of the institution are not clear."

3573. INCALLS, ROSCO C., "Tomorrow's White Collar Workers," *The School Executive*, 58:12-14 (March 1939).

A discussion of semi-professional courses in the commercial field as offered at Los Angeles City College. Summary: "Skills training courses as now given in high school business curriculums should, for metropolitan areas at least, be moved ahead to the junior college level, for these reasons: 1. Curriculum planners must be realists and adapt to business conditions and trends of today; 2. The attainment of adequate competency for vocational purposes requires the types of training now available in junior colleges; 3. Youth needs an extended type of educational service to establish competence not only in vocational areas, but also in the areas of his personal affairs—his home management, his social and recreational activities, and his civic efforts for the general welfare of the community."

3574. JEFFERS, H. W. (Chairman), *Tenth Annual Report of the New Jer-*

sey State Board of Regents, Trenton, New Jersey (January 30, 1939), 27 pages.

Includes a section on "Education on the Junior College Level" (pp. 16-18). "After 10 years or more of discussion regarding junior colleges in New Jersey, it would appear that the time for more direct action in this connection by the State should not unnecessarily be deferred."

3575. JOHNSON, B. LAMAR, "Needed: A Doctor's Degree for General Education," *Journal of Higher Education*, 10:75-78 (February 1939).

Based upon the author's experience as dean of Stephens College in trying to secure adequately trained instructors. Reports suggestions received from interviews with nine deans of graduate schools.

3576. JONES, McCLELLAN G., "The Junior College Serving Its Sectional Needs," *Bulletin of the Department of Secondary School Principals*, 23:158-68 (March 1939).

Discussion of three formal papers presented at Junior College Section of Department of Secondary School Principals at Cleveland by J. L. McCaskill, B. S. Hollinshead, and L. E. Plummer. Discussion and questions by Miss Brossard, John Napier, George F. Zook, John Craig, Mr. Baugher, J. S. Landefer, E. R. Henry, C. F. Bingham, S. B. Hathorn, Mrs. Daxon, Mr. Martin, Mr. Sorenson, E. F. Farner, and Mr. Stresinger.

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